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Change Management, Quality Assurance and Race: Advancing Race-Based Equity in Canadian Higher Education by Leveraging Established Institutional Mechanisms

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Abstract

Higher education in Canada has been well regarded for decades. Academically rigorous programs and institutions graduate strong students while also attracting top local and global talent as employees to their institutional communities. However, the field of Critical Race Theory, among others, explicates that higher education institutions are not equitable for all bodies. Individuals with intersectionalities inclusive of the Black Diaspora continue to be excluded from academic success and success as employee stakeholders in higher education institutions. Critically, Black bodies continue to struggle with entry to higher education and means to economic success post-graduation, as well as lack of inclusivity to the institutional structure as an employee. Thus, the author of this Organizational Improvement Plan (OIP) presents a discussion of present-day experiences of Black bodies at Postsecondary MV with the intention of challenging anti-Black racism. Through current research and the author's lived professional experience, the writer demonstrates that Black bodies are frequently the recipients of physical intimidation on campuses, isolation at work, discriminatory hiring practices that block senior leadership roles, barriers to academic success as a student, and additional exclusionary acts. Further, the author recommends a solution focused on changes to quality assurance and continual improvement policy and procedures to improve equity, diversity and inclusion of stakeholders at an institutional level. This change is led through authentic and adaptive leadership practices, and informed by Lewin's Theory of Planned Change and Humble Inquiry. The change solution presented offers a pervasive yet manageable method to increased stakeholder accountability, engagement, and action towards the change of an ubiquitous monoculture found in Postsecondary MV. The author acknowledges the

highly political and sensitive nature of the topic. Thus, the writer recommends advancing anti-Black racism through established practices across the institution to establish shared ownership for the necessary culture change. With intention, the author of the OIP unveils a pragmatic change solution that is manageable for over-burdened employees in higher education while avoiding tokenistic strategies for equity.

Keywords: Critical Race Theory, authentic leadership, adaptive leadership, institutional mechanisms, higher education, quality assurance

Executive Summary

The author of this Organizational Improvement Plan (OIP) seeks to explore and challenge concretized racial biases within higher education in Canada that function to isolate Black bodies. As a racialized woman of the Black Diaspora, the author utilizes several theories and scholarly frameworks alongside professional and lived experiences as praxis for the OIP. The OIP author as lead change agent contextualizes the problem of racial inequity observed in several Canadian Higher Education Institutions (HEIs), and explores this problem at one HEI (identified as Postsecondary MV) in a global Canadian city.

In the first chapter, the HEI landscape is outlined within the context of corporatization faced by many HEIs. The increased quality measures placed upon HEIs result in numerous Quality Assurance (QA) processes that interrelate if designed well. At the designated HEI, accreditation, Continual Improvement (CI), and Program Review operate as institutional mechanisms to ensure programmatic and institutional quality in the eyes of government and consumers (i.e., students and employers of graduates). Although present, these mechanisms do not evaluate oppressive systems that operate to exclude Black bodies (Gusa, 2010) and the institutional monoculture that perpetuates racial inequity. Via discussion of the tenets of Critical Race Theory (Solórzano & Yosso, 2001), the OIP author explicates how racial bias presents at Postsecondary MV, including the minimization of leadership opportunities where pivotal institutional decision-making is held. Further, the author writes of recent Black experiences across Canada whereby people are targeted and harmed due to race. The OIP further outlines the consistency with which HEIs intentionally orient to Whiteness (Ladson-Billings, 2005) in order to

racialize and exclude students and employees who are Black (Gusa, 2010; Ladson-Billings, 2005).

Additional internal and external change drivers are discussed to formulate possible solutions to the problem, as well as to establish rationale for the selected change model: Lewin's Theory of Planned Change (Purser, & Petranker, 2005; Schein, 1996). The four components of adaptive (Heifetz, Grashow & Linsky, 2009) and five dimensions of authentic (George, 2003) leadership forms the leadership lens required to implement successful change. The OIP author builds a conceptual framework for change that leverages established QA mechanisms to increase buy-in for the change toward increased racial equity at Postsecondary MV. The method of Humble Inquiry is also introduced as part of the framework for change designed by the author. The conceptual framework grounds articulation of three plausible solutions for change presented in Chapter 2.

Chapter 2 details Humble Inquiry (Schein, 2013), as well as authentic and adaptive leadership inclusive of their origins and applicability to change management as it pertains to the problem of racial inequity at Postsecondary MV. As a leader for CI work at Postsecondary MV and as change agent, the OIP author applies adaptability and intentionality to advance change and work with stakeholders. Stakeholder roles across the institution are necessary to build and sustain momentum as the change moves through Postsecondary MV. Culture, particularly monocultures privileging the White Diaspora within a Black-White binary discussion, is challenging to shift due to indoctrinated political and cultural ideologies (Bhabha, 1994). Thus, the OIP author discuses positional authority that will be leveraged and capitalized on to compliment the hierarchical lines of Postsecondary MV to implement change. The OIP author also discusses engaging a

breadth of institutional stakeholders to assist with the manageability of the change. The change plan is intentionally broad across Postsecondary MV as the OIP author aims to affect change to a toxic monoculture.

Affecting change in an HEI is challenging but possible when considered with sustainable and efficient practice. Chapter 3 of the OIP outlines the change implementation plan and communication of the plan to stakeholders that highlights the benefits of integrating the change within existent QA practices at Postsecondary MV. The strengths, weaknesses, opportunities, and threats (Leiber, Stensaker, & Harvey, 2018) as gap-analysis inform the selected solution and implementation by focussing on central allies and stakeholders that will support the change towards improved racial equity. As the change is a sensitive one, networks of allies and collations for change ensure breadth of engagement and momentum for change at Postsecondary MV.

The OIP author recognizes change is not automatic, and monitoring and evaluative practices must be executed to assess degree of attainment of stipulated goals and objectives of the solution. Successes and milestones of the change are outlined, prior to future considerations for the change presented. The final OIP document serves as a resource and example of a method to integrate racial equity work into mainstream HEI practices to dismantle systems of oppression based on race (Stovall, 2006). With intention, the OIP author works to disempower Whiteness as means for Blackness (Fanon, 1952) for the purpose of creating a more equitable diverse and inclusive Postsecondary MV.

Acknowledgments

For my mother ‡Gloria and father Cedric, with immense gratitude I acknowledge your continuous support of my long educational and personal journey. As immigrants to Canada many decades ago, your dreams of continued higher education in Canada were limited for many reasons, yet instilled in me without waver alongside your talents for success and resiliency. To my extended family and friends around the world and in Canada, and to PSG, thank you for celebrating successes along the way and serving as a formidable support system. I promise you this is my last degree.

To the educators who invested their time and talents, institutional staff, students, student/work colleagues, and community who cheered me on-thank you. As this OIP demonstrates, academia is often harmful and isolating for Black bodies. Your awareness of the challenges, empathy and support was pivotal.

For those who worked harder to limit my potential than support me, and those who at times coopted my work, may you find opportunity for reflection within the pages of this OIP.

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Acronyms

AR (Accreditation Report)

CI (Continual Improvement)

CIR (Continual Improvement Report)

CRT (Critical Race Theory)

EDI (Equity, Diversity and Inclusion)

HE (Higher Education)

HEI (Higher Education Institution)

HEIs (Higher Education Institutions)

HI (Humble Inquiry)

OIP (Organizational Improvement Plan)

PDCA (Plan-Do-Check-Act)

PoP (Problem of Practice)

PRR (Program Review Report)

QA (Quality Assurance)

TPC (Theory of Planned Change by Lewin)

Chapter 1: Introduction and Problem

The intention of this Organizational Improvement Plan (OIP) is to outline a change to the harmful monoculture of a Higher Education Institution (HEI) in a global Canadian city. The term monoculture denotes a culture normalizing and centering Whiteness (Gusa, 2010) within an organization often resultant in harms to Black bodies. The OIP writer is passionate about affecting meaningful social justice change to racial inequality such as that of a monoculture, rather than proposing a tokenistic change in the form of a singular special event. Thus, the writer invites the reader to grow their understanding of what appears a less quantifiable change and to acknowledge, in hierarchical language, it is both top-down and bottom-up approaches to equity work that will dismantle systems of oppression and anti-Black racism. This Chapter provides discussion of the organizational context, leadership position and lens, statement and framing of the Problem of Practice (PoP), guiding questions from the PoP, discussion of the vision for change, and an assessment of organizational change readiness.

Organizational Context

The first section of the Chapter provides the context of HEIs from a race-based equity lens to spotlight longstanding, documented discrimination of students and employees based on race. Discussion of the organization for which the PoP applies follows this contextualization.

The persistence of racial inequality is problematic although the HE landscape has changed shape in the postmodernist era (Austin & Jones, 2016; Manning, 2017). Traditional research universities remain in Canada, continuing to appear atop national and international rankings, while non-traditional post-secondary institutions gain in

popularity. Non-traditional institutions are primarily teaching institutions with many options for transfer students, mature students returning for further education or career change, as well as more practical training for trades and technologist fields regarded by industry. Thus, non-traditional institutions focus on graduating future employees.

The trajectory from student to future employee is due in part to the increased corporatization of Higher Education Institutions (HEIs). Corporatization is a modern driver of change for post-secondary education that is heavily influenced by a "market-mediated mode of operation" that HEIs face (Varghese, 2012, p. 36). Market competition means non-traditional and traditional institutions may face similar quality measures, such as those stipulated by accrediting bodies. The prevalence of institutional mechanisms (Austin & Jones, 2016) such as Quality Assurance (QA) measures, Continual Improvement (CI) and accreditation, presents an opportunity to leverage normalized, institutionalized and mandatory QA processes to address the pressing needs of race-centered social justice work. Quality measures such as CI processes, and affiliated accreditation procedures and policies, are mandated in HEIs as students prioritize program quality (Austin & Jones, 2016; Fernandes, Lopes, & Silva, 2014) when selecting institutions. Quality Assurance and CI are defined further in this Chapter.

The Program Review and CI work (i.e., accreditation processes) facilitate new means for programmatic delivery by non-traditional HEIs rather than by traditional institutions only. However, proven systemic oppressive practices in HEIs remain in non-traditional spaces (Gusa, 2010). With the OIP writer's lived experiences in academia, as a racialized student and employee, the writer chose to focus on improving race equity to challenge the proven anti-Black, race-based biases that exist in Canadian HEIs (Smith,

2018a). These biases affect not only student experience, but also the experiences of faculty and staff by negatively impacting tenure-ship and leadership opportunities (Mendez & Mendez, 2018).

The OIP is framed, within a postmodernist paradigm, by Critical Race Theory (CRT). Postmodernism can be summarized as challenging universal ideologies of culture and society from modernism, particularly held truths from the Enlightenment period (Paul, 2005). Critical Race Theory includes the seminal scholarly work of critical race theorists such as Daniel Solórzano, Tara Yosso, Gloria Ladson-Billings, Richard Delgado, Jean Stefancic, Michael Omi, Howard Winant, as well as academics and activist-academics who outline systemized practices of racial privilege. Critical Race Theory originated as means to examine the Black-White binary in the United States (Delgado & Stefancic, 2001; Tate, 1997). Over time, application to other areas occurred as challenge to oppressive forces for intersectionalities. Intersectionalities are the multiple ways people can be oppressed by identify, often by race and gender for Black women (Crenshaw, 1991). Further, Bauman (2005) uses the metaphor of liquidity to explicate that modernity has given rise to social connections that are formed and eroded rapidly. As he writes, many connections are made in lateral, quick formation, while more deeply rooted social connections are not provided the care needed. Within the context of the OIP, fast forming connections are often with those familiar to the norm or hegemony, and do not allow for time to understand the deeper issues of race in a workplace centred on Whiteness, as example. Whiteness is a term denoting White supremacy and orientation to White values, culture, and behaviours as normalized and routine (Gusa, 2010). These key terms are expanded upon within the OIP once the HEI contextualized.

Vision, Mission, Values, Purpose, and Goals of the Institution

The HEI that is at the centre of this OIP will herein be identified as Postsecondary MV and is located in a large urban centre in Canada. Postsecondary MV has several campuses and is classified as a non-traditional HEI. It is a well-ranked with significant ties to industry partners. Postsecondary MV offers certificates, diplomas, bachelors, and masters credentialed programs. Sourced from the institution's website, the vision statement of Postsecondary MV includes a focus on empowering people, shaping the province, and inspiring global progress. The mission statement includes partnering industry with students to develop a workforce. Of the five value statements, key points include achieving excellence that can be measureable, embracing innovation by engaging imagination and creativity, championing diversity and fostering a community of equality and inclusivity, power of collaboration, and to work from a position of respect inclusive of future generations and for sustainability.

Organizational Structure, Established Approaches and Practices

Postsecondary MV is led by a governance board and a senate equivalent identified as the Education Council, and firmly follows a hierarchical model under authoritative leadership from long-standing employees. There is a President (nationally recognized as a leader in their field), as well as a Vice-President Academic (and other Vice-President roles) that oversee the Schools (i.e., Faculty equivalents). Figure 1 illustrates the organizational structure of Postsecondary MV and the key leadership roles in the institute, with individual and institutional identifiers removed to retain anonymity.

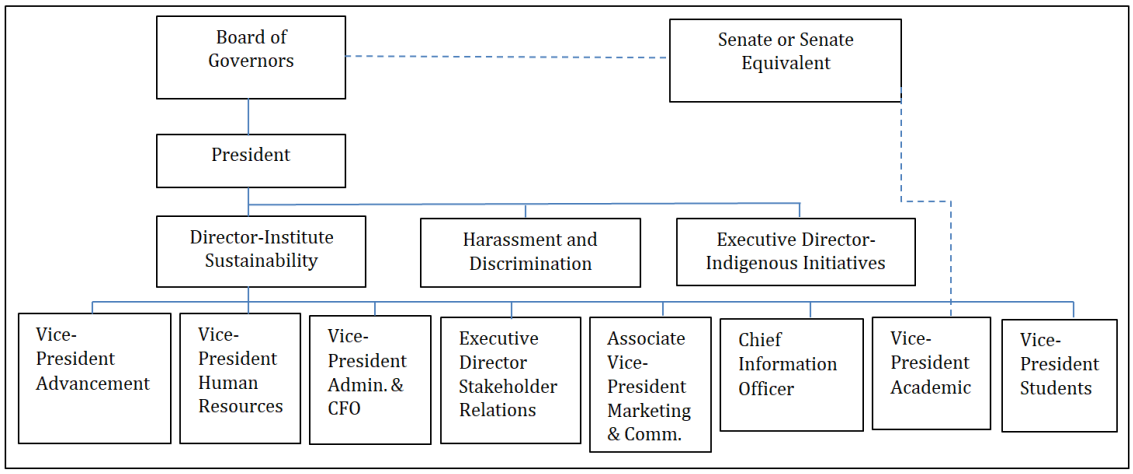

Figure 1. Writer's recreation of the Organizational Chart (2018, Institution's site)

Specifically, the writer's role as CI Lead focused on bachelor programs across Faculty equivalents that engage in accrediting processes mandated by criteria from a national body with ties to an accord written in the United States. The OIP writer reported directly to the Dean of one Faculty equivalent and collegial report to another Dean. The writer had no direct reportees; however it was expected by the Deans that the writer lead CI initiatives for the Associate Deans related to the programs, and the faculty members of the programs (over 100 faculty across the programs). Each Faculty equivalent has a Dean, Associate Dean(s), Program Heads and hundreds of faculty and staff. The reporting structure and credentials offered meant the organization is similar in structure to traditional HEIs.

Unique to the organization is the pronounced marketization and commodification of education as the majority of credentialed degrees and standalone courses in part-time studies service industry geared toward commercial profit. As Kirby (2011) notes, there is a cyclical nature to the political-economic supply and demand policies as directed toward academic offerings and access for students. There are many factors that affect demand

such as cultural forces (Kirby, 2011) like the problematic White-heterosexual male hegemonic culture referenced in the PoP, and discussed further in the Chapter.

History, Current State and Organizational Strategy

Postsecondary MV, like many HEIs, operates as a business, and therefore enrollment numbers must remain high to be profitable and to supply the labour demand for economic growth (Kirby, 2011). The "knowledge economy" (Kirby, 2011, p. 269) drives innovation, shifts the modes of educational delivery, and accesses different populations by improving the aesthetic value of the organization. Organizations such as Postsecondary MV challenge the popularity of traditional universities. Additionally, the market is influenced by student customers who select organizations that have improved mobility value (Kirby, 2011) to lead to employment. Mobility value denotes the ability of students to transfer academic credits and credentials to other institutions, thereby affecting potential markets for increased student populations.

In a quasi-market, such as that of Canada, where institutions are partially funded by government and where students still carry tuition costs (Kirby, 2011), non-traditional institutions such as Postsecondary MV have greater influence in the HE landscape. However, if the organization doesn't address issues of oppression for equity seeking groups, such as the Black Diaspora, then they significantly reduce the potential student population and reduce graduate rates feeding the labour market. Sadly, education becomes about supply and demand rather than the experiences of those delivering and receiving the education.

With consideration of human capital theory as a means to discuss access and inclusion in HEIs, one can ascertain that marginalized communities will not fair any

better under the knowledge economy and mass proliferation of non-traditional HEIs unless mindful equity intervention occurs. This economic theory addresses earning differentials from various relationships in the HEI context, with senior leaders earning highest salaries and notably held by a racially homogenous group. Examples of connections include cost of attending post-secondary institutions, income differences between high school credentials and post-secondary credentials, lost earnings due to time to study, ability to have family support for costs versus investing in one's own studies, academic abilities, and socioeconomic status (St. John & Paulsen, 2001).

When considering the Black Diaspora, and under the tenets of CRT, outlining intentional barriers to Black Diasporic economic participation, human capital theory is important. The theory provides a lens to education access that is inadequately challenged when ideologies and economic practice of traditional institutions are simply transferred into non-traditional institutions. It is promising, however, that within this economic theory the element of student agency is active. Students engage in reflective thought of the balance of benefits and costs to attend post-secondary institutions prior to enrolling (Paulsen, 2001). Given Postsecondary MV leads to high rates of post-graduation employment, students of lower economic means and other social determinants that limit interest in post-secondary studies could be attracted to the HEI if equity methods utilized.

A deep economic analysis of higher education is beyond the scope of this chapter. It is beneficial to the reader to discuss the Pareto efficiency as it pertains to resource allocation and effect. In reductionist articulation, Pareto efficiency refers to the inevitable inequitable distribution of resources whereby one group gains while another loses (Paulsen, 2001). The current structure of HEIs permits an overwhelmingly

imbalanced method for a White majority to access well-ranked HEIs and obtain greater success thereafter. For example, increasing costs of education borne by students means those with financial support are free to make first-choice HEI selection, positioning the graduate for success post-graduation. However, access to education is racialized. For example, lower-income, racial minority students (particularly if Black) responded more to changes in tuition and any form of aid that supplemented tuition payment (Paulsen, 2001). Therefore, a leverage point is created whereby HEIs can improve their effort towards equity for better inclusion by accessing a consumer base historically left ignored. To advance this change leadership is needed. In the next section, the OIP writer presents her personal leadership position and lens to leadership practice.

Leadership Position and Lens Statement

Many forms of leadership exist to administrators of organizations. Traditional top-down leadership approaches prevailed in the past during Industrialization (Manning, 2017; Morgan, 2006), with calls for more collaborative approaches in recent years (Manning, 2017). Is this section of the chapter, the writer presents her personal leadership position alongside authentic leadership and adaptive leadership theories that form a conceptual leadership model. The model compliments Postsecondary MV and the writer's agency within the institution as she forms professional relationships across the institution to lead CI and QA development, while also serving as professional activist for improved equity.

Personal Position on Leadership

The OIP writer's role as CI Lead drives CI change and systems, while also working with many faculty, senior leaders in the Faculty equivalents and QA office, and

senior institutional leaders. As a female mid-level administrator, the writer is immediately disruptive to the status quo. Helen Peterson (2014) writes that a "masculine management norm [was challenged] by their mere presence as women but also by adopting a different management style" (p. 395). To be a Black woman provides entry points for the OIP writer to systems of oppression along two lines of intersectionality. Further, Peterson (2014) provides substantiated evidence to the experience of women as managers in academia that ultimately shift typical authoritarian, hierarchical leadership styles. Inclusive of the positions held by women is familiar restrictive language used to describe female managers along the lines of nurturing and caring (Peterson, 2014).

Peterson's (2014) work seeks to challenge a dominant culture, and there is room for cultural change (Gusa, 2010; Lumby & Foskett, 2011; Stovall, 2006; Yon; 2000) to move away from the traditional monoculture aforementioned. The writer's lived experiences and professional experiences in post-secondary institutions as a Black woman, coupled with the widely documented evidence of CRT theorists, affirms there are inequities for racialized leaders (Diggles, 2014; Fanon, 1952; Gusa, 2010; Ladson-Billings, 1998). In well-regarded HEIs, including Postsecondary MV, the OIP writer has experienced colleagues who see her in the hall, and who are unfamiliar with her role and professional background or that she is an employee, who broaden their shoulders and raise their head to become physically larger as if the OIP writer is a physical threat within a space she was not invited. This physical response is not uncommon for many in the Black Diaspora (Gillis, Crawford & Laucius, 2019; Jones, 2019).

Also, the writer has been the recipient of strong verbal and situational harassment, whereby professional activities, authority, knowledge, and academic background are

questioned and discredited by those in various positions as the writer does not match the typical description of administrative employee, leader or faculty. The OIP writer has been passed over for senior positions despite high praise from interview panels. One panelist's comment was that the writer could rule the world so why was she not in more senior roles despite not being offered the position by the same panelist. Further, the OIP writer is brought on to equity and inclusion initiatives, as a resource, whereby she drives the project as a result of experience and knowledge to then see the work attributed to the often White women in senior roles that sourced the OIP writer. It is for these examples, and the documented experiences of so many, that change is needed via unique leadership.

Leadership Lens and Practice

To bring forward change, the OIP writer proposes applying adaptive leadership established by Ronald Heifetz in 1994 (Northouse, 2016) and authentic leadership formalized by Bill George in the 1960's (George, 2003; Northouse, 2016). Adaptive leadership centres diagnosing ongoing complex problems that are not addressed by hierarchical leadership models, before drafting solutions to disrupt and creatively address the recurring complex problem in ways that minimize concerns and maintain focus (Heifetz & Laurie, 1997; Heifetz & Linksy, 2002). The OIP author, as adaptive leader, must then engage Postsecondary MV stakeholders in change as the individuals in an organization are often the issue in hostile environments (Heifetz & Linksy, 2002). The adaptive leader must also facilitate stakeholders taking on the work, while ensuring to remain open to concerns and challenges from stakeholders (Heifetz & Laurie, 1997; Heifetz & Linksy, 2002). Further, adaptive leadership emphasizes agility for immediate response to change and deep empathy by the leader (Govindarajan, 2017; Heifetz,

Grashow & Linsky, 2009; Highsmith, 2013). Authentic leadership centralizes integrity and ability to connect with colleagues (George, 2003) as change is guided through an organization. The OIP writer selected both leadership lenses to facilitate success as change agent in a dynamic workplace, and to support relationships established for the advancement of equity work connected to a complex change.

Authentic leadership allows one to connect genuinely with colleagues through honouring their own values, beliefs and actions (Hughes, Ginnett & Curphy, 2015). Drawing on findings in the humanistic area of psychology (Hughes et al., 2015), authentic leadership encompasses self-actualization and being secure in one's strengths, doing right for others, and overall intentions and aims worked towards. These traits aptly summarize the skills and traits the OIP writer will need to lead change in Postsecondary MV. The writer will need to be able to ground herself to ensure a continued path and intermittent self-reflection within a context housing knowledgeable, experienced, and opinionated colleagues.

In the realm of race equity work and discourse of hegemonies, a Black (and female) leader will face majority views that they are in some way deficient to lead change. This wall to success is part of the systemic racism (Picower, 2009) that prevents some from taking up space, despite qualifications, while others are promoted. The inequality within educational practices (Charles, 2008; Gillborn, 2006) is documented by CRT scholars and overall application of the CRT framework facilitates analysis for ways White supremacy operates with established tools (Picower, 2009) such as policy, institutional culture, and prevalence of White teachers and leaders to maintain hegemony. Dominance only shifts when interests converge with people of colour (Charles, 2008),

such as the new wave of diversity and inclusion efforts led by White women already in positions of power when previously ignored by those needing it for survival. Thus, current approaches to leadership are inadequate to address race-based equity issues.

As such, George's (2003) five dimensions of an authentic leader provide good armour for a Black female leader. George (2003) stipulates clarity of purpose, integrity in action, compassion, strong relationship building, and minimizing self-discipline as paths to success as an authentic leader. The writer believes these characteristics minimize opposition's ability to dismantle the credibility of an authentic leader, particularly when Black, as the leader cannot be called out as engaging in something untoward if leading with authenticity rather than artifice. Further, the authentic leader is evolving and guided more by universal truths (Hughes et al., 2015) such as findings of CRT rather than only by immediate colleagues' expectations of them. Authentic leaders too are more accepting of everyone's differences and similarities rather than trying to assemble a homogenous superpower.

As a leader, the OIP writer will draw on adaptive leadership in order to nimbly prepare for change and influence its trajectory (Govindarajan, 2016). Nimble movement is required as the OIP author moves from the identified stages of adaptive leadership starting with intermixing with colleagues and going to the balcony to assess the context of the problem of a monoculture at Postsecondary MV (Heifetz & Laurie, 1997; Heifetz & Linksy, 2002). As next steps, the adaptive leader forges allies from senior leaders, staff and faculty to assist with the change while the change agent also defines roles, manage the conflict from differing perspectives on issues of race at Postsecondary MV, before then engaging and transferring the work to the stakeholders of Postsecondary MV

(Heifetz & Laurie, 1997; Heifetz & Linksy, 2002). Adaptive leadership affords the plasticity needed to respond to the dynamic nature HE contexts face with adaptive, rather than technical, situations. In technical situations, set procedures are applied routinely (Heifetz, 1994). However, adaptive situations occur when leaders need to respond atypically. As Heifetz (1994) articulated, leaders in adaptive situations must generate more questions than simply answer them, allow stakeholders (internal or external) to sensitize to the situation faced, foster new connections to a new role, and consciously generate conflict while also challenging norms.

Therefore, limitations of adaptive leadership appear as the more traditional style of top-down leadership in Postsecondary MV contrasts to one where stakeholders are encouraged to answer questions rather than follow procedure. Also, tensions are probable as stakeholders are asked to address conflict in productive means as the conflict will exist to interrogate norms. Further, generating new connections and building relationships while Black in academia are limitations of authentic leadership as well within adaptive situations. However, the OIP author explicates collaborative processes within established roles adequately leverages formed relationships, as does the breadth of colleagues the OIP author has contact with. Also, through Humble Inquiry, the author asks questions and supports appropriate conflict to move through harmful norms to more effective ways of being in community of Postsecondary MV.

Understandably, students and faculty each have their own unique set of perspectives, skills and knowledge, and the OIP writer will move between and within these stakeholders in order to build relationships. The writer believes that evolving as a professional when positioned as a minority facilitates unique perspective to view

complex situations, as well as builds exceptional resiliency. Also, a high level of tenacity is needed by Black women in academia, making adaptive leadership a well-suited compliment to existing practice. Thus, armed with the methods and characteristics of an authentic and adaptive leader, the OIP writer presents the PoP in the next section.

Leadership Problem of Practice

An ongoing challenge in Postsecondary MV is the prevalence of systemic anti-Black racism that is harmful to students and faculty in their academic, professional and personal journeys. Black bodies are isolated in the institution, have limited opportunities for roles (inclusive of leadership), as well as face barriers to academic success. Anti-Black racism exists within the conditions of symptomatic normalized White heterosexual hegemony as institutional culture (i.e., Whiteness). Institutional culture, defined from cultural theory, refers to the "underlying systems of meaning, assumptions and values that are often not directly articulated, but shape institutional operations and can prevent change" (Kezar, 2014, p. 98). Institutional mechanisms at Postsecondary MV oriented to Whiteness include QA and CI processes and policy that do not actively engage stakeholders in reflection of equity on campus. As a change agent reporting directly to Deans, the OIP author's role is to develop new methods for CI processes related to assessment practices of student learning, subsequent data collection and analysis, faculty capacity building, as well as QA work for bachelor programs. Thus, the Problem of Practice is insufficient inclusion of equity content and processes within institutional mechanisms resulting in exclusionary participation of Black bodies at Postsecondary MV. The PoP is examined via the nexus of QA practices, Critical Race Theory, authentic and adaptive leadership, and Lewin's Theory of Planned Change within a postmodernist

paradigm. How can institutional mechanisms, specifically QA practices, evolve to result in greater participation of and racial equity for Black students, faculty and staff at Postsecondary MV?

The five tenets of CRT must be considered when analyzing the role of race within Postsecondary MV. The tenets highlight the "centrality and intersectionality of race and racism" (Solórzano & Yosso, 2001, p. 2), dominant ideologies, social justice, importance of experiential knowledge, and perspectives that are interdisciplinary (Solórzano & Yosso, 2001). In focus, the CRT tenets that apply to the PoP and OIP are:

- Expose and deconstruct seemingly "colorblind" or "race neutral" policies and practices which entrench the disparate treatment of non-White persons;
- Legitimize and promote the voice and narrative of people of color as sources of critique of the dominant social order which purposely devalues them; and
- Change and improve challenges to race neutral and multicultural movements in education which have made White student behaviour the norm (Ladson-Billings, 1998 as cited in Stovall, 2006, p. 244).

These three key tenets pertaining to the PoP and OIP facilitate challenge to the ways Postsecondary MV is orientated to Whiteness by normalized practices that appear without bias and racial discrimination. Further highlighted is the necessity for active inclusion of racially labelled internal stakeholders so they can hold leadership positions and add perspective to curriculum and overall educational experience for students and employees.

The change is needed due to the lack of progress towards racial equality in academia. As Gloria Ladson-Billings (2005) states the issue is not only the Black-White

binary, but rather the orientation we all have to Whiteness. Importantly, schools and HEIs work to create race and racialize Black students (Gusa, 2010; Ladson-Billings, 2005) with normalized ideologies and practise as routine HEI operation. Epistemologies have not been valued equally under a Black-White binary (Yosso, 2005). Thus, capital grounded in culture has worked to isolate and devalue knowledge and social understandings of the Black Diaspora (Yosso, 2005). The absence of participation, inclusion and opportunity is longstanding from the work of CRT scholars at the inception of the Civil Rights movement in the United States to present day in Canada.

Alarmingly White supremacy in HEIs has been identified as White institutional presence (WIP) with "four attributes: White ascendancy, monoculturalism, White estrangement, and White blindness" (Gusa, 2010, p. 464). This WIP is present in HEIs due to rigidity of the cultures and practices within institutions (Gusa, 2010) and upholds institutional practices that may not be overtly racist but maintain unsafe campuses for Black bodies whereby some are forcibly detained by security (Gillis, Crawford, & Laucius, 2019; Jones, 2019). Diversity, equity and inclusion monikers in job titles and Postsecondary MV initiatives appear frequently led by White managers and leaders with established power and race-based privilege. Further, in the past 33 years within Canadian HEIs, little progress has been made for racial equity (Smith, 2018b) as there is resistance to diversity on campuses due to "white settler entitlement" (Patel, 2015, p. 658).

Work must be done for Postsecondary MV to be more inclusive, respectful, equitable, and diverse. The work can be executed by broad administrative roles within the writer's conceptual leadership model of adaptive and authentic leadership. The writer claims oppressive forces faced by racialized individuals are ones to be challenged

actively and immediately by mid-level and upper management, as well as supported by all stakeholders. Employees and mid-level leadership can advocate for change as a bottom-up effort (Gusa 2010; Kezar, 2014). However it is the senior leadership identified in Figure 1 that need to adopt progressive institutional processes. The key to adoption of new processes is practical, evolved investigations accompanied by pragmatic recommendations by a leader.

Thus, any intended change must foster a race equity culture, which is "an organizational culture focused on the counteraction of race inequities, both internally and externally" (Suarez, 2018, p. 1). The improved culture is affected by first looking at the institutional (i.e., discriminatory practice, policy, and means for reproduction of inequity) and interpersonal levels (i.e., racism expressed through interaction between people), which may then impact personal (e.g., beliefs, prejudices and thoughts) and structural (e.g., public policies and normalized ways racial inequality is perpetuated in society) levels of racism (Suarez, 2018). Hence, the writer of the OIP proposes leveraging established institutional mechanisms and accompanying policy and procedures to affect culture change for the benefit of racialized stakeholders. As evidenced in the discussion of CRT and Whiteness, breadth of the change is required to target and address the institution-wide problem of systemic racism. In the next section, the writer frames the PoP to substantiate it within broader contextual forces.

Framing the Problem of Practice

A Problem of Practice (PoP) articulates an observable issue within an HEI that an employee can address with a planned approach. This section outlines organizational theories, mechanisms of the institution, expansion of CRT, political, economic and social

analysis, as well as a presentation of relevant data to contextualize the PoP within Postsecondary MV.

Quality Assurance and Continual Improvement

The organizational strategy to leverage existing institutionalized processes such as QA can bring more than quality improvements to an educational product. Quality Assurance is defined as "the assembly of all planned and systematic actions necessary to provide adequate confidence that a product, process or service will satisfy given quality requirements" (Tricker, 2016, p. 249). Continual improvement is ongoing rather than episodic (American Society for Quality [ASQ], 2020; Duckworth & Hoffmeier, 2016; Markiewicz & Patrick, 2016) and is defined as "ongoing improvement of products, service or process through incremental and breakthrough improvements" (ASQ, 2020). A pivotal QA practice in HEIs is Program Review whereby policy and procedure are mandated for all credentialed programs (Institutional Program Policy, 2017).

Via a cycle of review (e.g., every 6 years), programs engage in self-review, compile critical components of their programs (e.g., enrollment, learning components such as objectives, etc.) and submit a report to a designated office in Postsecondary MV. Deans and senior academic leaders review content of the Program Review Report (PRR). Similarly, CI processes measure some of the same components as Program Review at the student level thereby contributing to an overall view of the program (e.g., measuring student learning outcomes within a course and across all years of a program). It is also common for CI work to be executed by increasingly prevalent accreditation processes required by external bodies. Accreditation is defined as "[c]ertification by a recognized body of the facilities, capability, objectivity, competence and integrity of an agency,

service or operational group or individual to provide the specific service or operation needed" (ASQ, 2020). Further, "compliance of recognized criteria" (ASQ, 2020) is essential and forms the key responsibilities, alongside CI process development, of the OIP writer in her administrative role of CI Lead. The interrelated nature of each of the three quality mechanisms is presented in Figure 2.

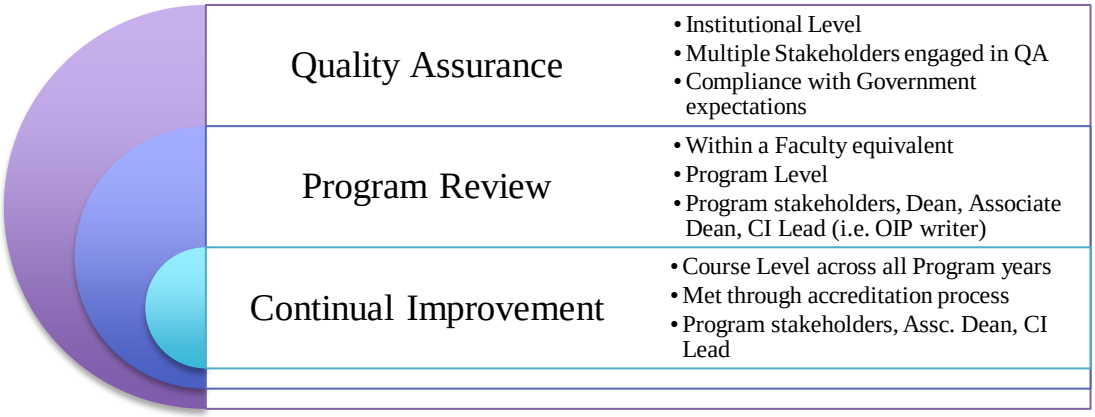

Figure 2. OIP Components (Figure developed by OIP writer)

Figure 2 illustrates how QA envelopes both Program Review and CI, but also shows the level that each component resides at (i.e., institutional, Faculty equivalent, or program). Importantly, the CI process feeds into Program Review while both processes address QA expectations. Although each mechanism inter-relates there are also mechanism-specific components (e.g., metrics collected, point of measure such as Faculty program or course, period of data collection, etc.).

It is the continual nature of the data collection, analysis and review (Markiewicz & Patrick, 2016) for the purpose of program QA that appeals to the OIP writer as an ideal mechanism within which to embed equity work. The writer's HEI experiences centralize the competitive nature of the HE landscape with its credentialed programming only possible from effective QA mechanisms. Postsecondary MV achieved niche space in a large market via corporate-styled marketing as a response to economic factors forcing the

institution to change at a macro level. In other words, programming as commodity, not culture, was prioritized institutionally. However, HEIs cannot ignore demographic changes either.

Adult students take degrees at Postsecondary MV as there are transfer credits, evening classes, as well as industry connection that assist with immediate employment upon graduation (Postsecondary MV reports claim 90% of graduates obtain work). Also, given the increase of international students, adult students who are often newcomers to Canada, as well as the diversity in population in a major global city, consideration of Postsecondary MV's monoculture is required. This market model of education means increased QA procedures by external stakeholders, such as the government, demand regular measures of educational quality. It is an increase in QA procedures under existing conditions of a monoculture that helps to sustain Whiteness. In the next section, the writer discusses CRT in detail to illustrate how race presents within Postsecondary MV and its institutional mechanisms.

Culture in Institutions and Factors for Change

There are several internal and external factors that influence culture within an organization. As CRT research shows, embedded systemic racism exists at macro, meso, and micro levels, cumulatively harming not only recipients of education (Picower, 2009), but also the lack of diversity of thought institutions need to remain competitive. As Bryk, Gomez, Grunow, and LeMahiue (2015a) state, many different areas of expertise are part of change in an HEI. The Civil Rights movement in the United States helped form CRT via advocacy for Black rights in law and education (Delgado & Stefancic, 2001; Mendez & Mendez, 2018) and CRT scholars have overlap with cultural studies and cultural

theory to advance changes to a monoculture. Homi Bhabha is a central scholar in the field of cultural studies whose work addresses biases and stereotypes faced by some within the context of colonialism. Bhabha's (1994) discussion of colonialism, as well as the decolonization movement occurring in HEIs presently in Canada, relates to the advancement of equity work currently making headlines. Headlines include a student arrested for being on campus (Gillis, Crawford, Laucius, 2019) or another accused of theft while attending a conference (Jones, 2019). Headlining news such as these force HEIs to address equity (even if only as artifice) as no longer can it be denied that there are systematic injustices.

Further, Bhabha (1994) discusses power and governmentality that precipitates stereotypes from political and cultural ideologies in control of political groups. Applying Bhabha's work to the PoP, Postsecondary MV stakeholder awareness of discriminatory practices from certain power groups is essential to challenging harmful ideologies. The Black Diaspora continues to be significantly disadvantaged by stereotypes and affiliated biases as held by a White hegemony at Postsecondary MV, evidenced by no participation at the senior administration level, countable representation as faculty, and minimal presence as students. However, change occurs as a natural part of being an organic entity. Growing and evolving regularly by internal and external forces that may or may not be welcomed (Buller, 2015a), there is hope for change at Postsecondary MV. Critically, the political, economic and social factors need to be examined for the CI Lead to facilitate change at Postsecondary MV.

As change can originate from political, economic, social, technological or environmental factors, opportunity exists for Postsecondary MV to respond at a macro

level (i.e., socially or institutionally), meso level (i.e., within Faculty equivalents) or at a micro level (i.e., change to a single program). Socially, new means for organizations to relate to people has shifted, impacting their interdependence (Wilkens & Minssen, 2010). The new norm is a fluid labour force that joins an organization under contractual agreements, but too arrives with their own "mental orientations" (Wilkens & Minssen, 2010, p. 101). Mental orientations refer to one's ways of thinking despite past and present organizational cognitive influence. Hence, organizational groupthink can be challenged, or in the case of an employee who simply cannot acclimatize to the organization's ideologies and practice, they can go elsewhere for work. A zone of indifference is formed (Wilkens & Minssen, 2010) when indeterminacy arises for an employee. When an employee joins an organization and is not quite a good fit culturally and ideologically (Yosso, 2005), they may leave or be forced to leave. However, within a problematic monoculture at Postsecondary MV, frequent departures of cultural disrupters will not alter the homogeneity of the organization nor change the monoculture. Importantly, this lack of change means continued limited race-based equity into the structure of Postsecondary MV.

Who is hired contractually has political, social and economic underpinnings when examined through a CRT lens. Even with additional increased ethnic and racial diversity in the student population, recent literature shows that biases orientating to Whiteness are so embedded that Asian and Black students are still likely to select courses delivered by White faculty or White-sounding faculty names (Mendez & Mendez, 2018). With the market model of education as external force, scholars are hired on contract or to deliver

just one course. When you deliver a course that does not have full enrollment, then often the course does not run again, and so ends that lecturer's employment in the HEI.

Further, even if a person from the Black Diaspora holds a more fulsome position in an organization, they are often faced with advancing diversity as additional work. The reality is those who must advocate for diversity work do so as emotional unpaid labour (Stephens, 2018) and do so while faculty, administration, finance, or in marketing roles for example. Therefore a challenge dichotomy exists as a social-political factor for change as some employees drive equity change as unpaid labour but as necessity for survival, and others have competing priorities as part of their paid roles that legitimizes their lack of engagement in equity work. This change presents itself in Postsecondary MV as paid Harassment and Discrimination employees are driven out by macro and meso forces, while at the micro level, individuals seek help to contend with racist behaviour from colleagues who work to dismantle their position and organizational value. The harms to Black bodies at Postsecondary MV is evidenced by internal and external data.

Evidentiary Data

The evidence of lack of inclusion of Black bodies at Postsecondary MV spans all roles and sections of the organization. For example, the OIP writer was hired to lead CI and accreditation work for bachelor programs. Shortly after joining the organization, the writer was faced with long-standing employees in the organization and who were the (self-selected) organizational culture experts. They were employees not particularly aware of the day-to-day responsibilities of faculty, nor the diverse constellation that constitutes faculty in this HEI (namely quite eclectic as hires are from industry or traditional scholars). Quite soon into the contract, the writer was faced with harassing

and discriminatory behaviours as she was a racial minority in the role. Thus, the writer was forced to take on advocacy of diversity while too handling a significant workload and number of stakeholders. It was uncovered that these behaviours by colleagues existed for some time as no institutional mechanisms challenged normalized biases, behaviours and actions.

The exclusion of Black bodies is not unique to Postsecondary MV. Evidence exists of limited access to power positions at HEIs for Black bodies, limiting social, economic, and political gains for Diasporic members. Black students also have limited access to HEI enrollment and completion. As Malinda Smith writes, diversity issues are current in Canadian post-secondary institutions. Smith (2018a) noted that 77.4% of professors are White, while only 3.1% are Black. Only 6.2% of university presidents identified as minority (Smith, 2018a), and certainly if looking at the label of Black, the OIP writer is certain that no Black President exists. Of the student population, however, 40% of first year students were noted as visible minorities (Smith, 2018a). Hence, there is significant gap between student population and representation at senior levels.

Further, a study of leadership suggests no shift in biases, thereby continuing the silencing of people of colour. Smith (2018b) found the majority of leaders in the top 15 Canadian universities are male and White. The research found Board Chairs are 85.7% White and 57% male, Chancellors are 100% White and 27.7% female, Presidents 80% White and 86.7% male, Provosts and Vice-President Academics 100% White and 66.7% male, Vice-President Research reaching equal gender and 20% visible minorities, and the Deans 92.2% White with only 32% female (Smith, 2018b). It is such findings that solidifies that Canadians HEIs are not meeting needs of students and pressures from

society for diversity. It is time to for Postsecondary MV to adapt and change too. In the next section, the writer lists provocations arising from the PoP to lead to change.

Guiding Questions Emerging from the Problem of Practice

Lines of inquiry from the PoP and inequitable treatment of Black students and employees at Postsecondary MV relate to how required mechanisms (i.e., QA, CI, accreditation work) are developed and adhered. Further, questions arise as to how a lack of equity across an HEI sustains a monoculture. Within the discussion of racial inequality, the writer believes a central internal influencer is groupthink, whereby members in a group adopt points of view without critical examination (Kezar, 2014). With consideration of the statistics demonstrating White (and often male) homogeneity in senior administrative roles in HEIs in Canada, it is evident that some degree of like-mindedness occurs during high-level discussions. If members in a room come to consensus as they hold the same experiences (Gusa, 2010), minority thoughts are likely to be silenced leading to group thinking that is as homogenous as the participants (Mendez & Mendez, 2018). How can an all White administration know if assessment practices, curricula, and other such pedagogical components meet the needs of racially diverse students when racially homogenous decision-makers perpetuate unconscious bias that disregards racial inequity?

The challenges are many. Institutions are now belabored by so many mechanisms competing for scarce resources, attention, and in parallel to one another. Quality Assurance happens while new programs are developed, new strategic plans articulated, and new frameworks arise. How does one slow that pace enough to consider the effects of the mechanisms? Further, as most decision-makers are White, who can penetrate the

White supremacy of senior administration to introduce other means of function, such as a shift in QA practice to establish qualitative and quantitative measures of equity awareness and activity of faculty, leaders, staff, and students? Postsecondary MV operates via many policy and procedures produced by the monoculture. How does one stem the flow of ideologies passed throughout the institution via necessary mechanisms seen as unbiased despite generation by a biased group? Lastly, many stakeholders are not diverse racially and subsequently the monoculture prevails, upholding Postsecondary MV's orientation to Whiteness. How will the organization utilize the place of leadership to advance EDI within the context of a culture that historically excludes the Black Diaspora?

Leadership-Focused Vision for Change

This Chapter section, through the lens of leadership, outlines balancing stakeholder and Postsecondary MV interests, priorities for the change, and change drivers for the PoP given the monoculture that exists presently with thought towards gaps for the envisioned future state. In some respects, the internal culture is not unique to Postsecondary MV, but rather a systemic one in Canadian HEIs. Presently, the institution struggles with oppressive practices due to a unique constellation of employees. Many internal employees state the unique aspects of the culture resultant from non-traditional faculty from non-academic and non-research based industries. The employees are largely male and racially/ethnically homogenous (i.e., White or White passing). Many employees follow informal authority lines, instead following the lead of the most popular or most intimidating person. Very few programs have female graduates. This homogeneity exists from hiring practices and policies by institutional leaders who are primarily White.

Senior leadership at Postsecondary MV have implemented supports to facilitate more equity on campuses. Like many campuses in major cities, the institution faces sexual harassment and assault issues, and there are numerous complaints of harassment and discrimination. However, the Harassment and Discrimination Office, staffed by only two employees (both of whom were racialized individuals), lost both employees within months of each other. The Office remains unstaffed despite active complaints and files. The Human Resources department is largely non-responsive to concerns, in part due to cabal like structures in the institute, workload and significant ongoing turnover. Hence, there is significant gap between institutional values of diversity, respect, equality, and inclusivity and everyday practices and experiences of those within the organization. Further, the racially homogenous senior leadership struggle to see biases.

A common sentiment within Postsecondary MV is those with opportunities elsewhere leave, and those doctored into their positions from personal connections have remained for decades due to the attractive benefits (paid vacation, health benefits, free education for family and employees, and generous pensions). Furthermore, the two main unions advocate for their employees as best as possible, with the faculty union facing significant staffing issues as several of their employees faced health concerns related to workplace stress (and in one case, significant alleged harassment). The other union prospers and represents non-traditional faculty and labourers of whom are overwhelmingly male, heterosexual and White.

There needs to be increased racially diverse stakeholder participation across Postsecondary MV from student and senior leadership bases as part of the future state of the institution. As there are more selective stakeholders (Randall & Coakley, 2007), the

organization will need to allocate resources for diversification of programs (with aid of accreditation work) and stakeholders. Given the dynamic nature of demands HEIs must address, it is only logical that diversity in hiring is needed. Diversity is needed into leadership roles whereby increased authentic methods of leading can influence race equity within QA work at Postsecondary MV to be further supported by colleagues. Rather than focus too greatly on the individualism of leaders, focus should lay on the intended student stakeholders to retain the competitiveness of the HEI (Randall & Coakley, 2007).

Furthermore, future Postsecondary MV would have a widespread comprehensive approach to inclusion of Black bodies facilitated through inclusionary QA and CI policy and procedure. For example, within Program Review as part of QA or within CI reports, programs would explicitly state how they are working towards and maintaining Black faculty participation in program delivery. As well, programs would be required to show how they are attracting, retaining and graduating Black students as part of the program viability responses in Program Review. At least one senior member of the leadership team would be Black, with ideally more than one so that there is a system of support for hires who are Black. To achieve these suggestions current priorities must be understood.

Priorities for Change while Balancing Stakeholder and Organizational Interests

The priorities identified by Postsecondary MV is to have competitive, unique programs that utilize innovation (e.g., sustainability design, technology advancement in health sciences, etc.), overtly work towards diversity and inclusion, increase industry partnerships and program collaboration, as well as be respectful in professional

communications. Postsecondary MV struggles with a calcified culture as turnover of permanent employees slow with a number of people working for more than twenty years.

Further, employees have considerable workloads not uncommon to other HEIs. How does one persuade individual people to take on diversity and inclusion work as additional responsibility (particularly when they do not view it as an issue, or that it is an anti-White movement)? The writer proposes integration into established QA mechanisms brings racial equity to at least point of reflection for faculty and staff. Additionally, as academic programs compete for institutional funding to establish and deliver new programs that appeal to potential diverse student stakeholders, increased equity is only a benefit to programs. To what extent can programs collaborate when competing? When considering the aforementioned, finding a balance between the interests of stakeholders and the organization appears improbable. However, if the true balance is to keep power distributed in the same way, to increase profits via expensive programming only certain populations can afford, and to deliver tokenistic diversity events, then the organization will succeed in its interests.

If Postsecondary MV intends to diversify, however, they need to identify priorities for change. Priorities would be looking to what meaningful extent participation of Black bodies' occurs. Further, there must be immediate count of Black student enrollment in all programs with subsequent analysis of where higher and lower Black student populations reside. Herein key personnel, such as faculty, Associate Deans, and Program Chairs can investigate potential barriers to entry for Black students (and Black employees). Postsecondary MV can also examine normalized policy and procedures to determine if they facilitate or serve as barriers to Black employee entry and participation

in Postsecondary MV. For these changes to occur, awareness of change drivers is needed.

Internal and External Change Drivers

Change is a complex process in HEIs due to the bureaucratic context and ways power is distributed hierarchically via formalized roles such as President, and Vice-President (Kezar, 2014). Drivers of change fall into eight categories if following the STEEPLED analysis (Buller, 2015b). Looking at systems of change rather than episodic change, drivers of change can be an individual or group, and internal or external to the HEI (Kezar, 2014). Further, adaptation to change is needed by leaders in an HEI, and this particular organization is no different as they too have identified innovation as a value (Kezar, 2014). The leadership team has identified innovation as a way to stave off isomorphism and remain competitive in the knowledge economy.

The STEEPLED analysis facilitates grouping change drivers as social, technological, economic, ecological, political, legislative, and ethical or demographic (Buller, 2015b). As the writer looks to social justice work in the form of racial equity of internal stakeholders via CI processes, the change drivers applicable are social, political and ethical. Social drivers influencing change in Postsecondary MV are largely external and from advocacy groups and media. In the urban centre where the HEI is located, there is a diverse student population that encourages a competitive HEI market. Thus, the calls for better treatment of racialized people on campuses in the wake of extreme violence against Black bodies, for example, cannot be ignored by Postsecondary MV (Gillis, Crawford, Laucius, 2019; Jones, 2019). There is a wave of pressure from society as no Black person is deserving of such biased, prejudicial treatment whether on or off campus.

The political driver is evident in a federal election year where one candidate is the first candidate of colour and the other appears to have engaged in problematic, racist characterization of Black/brown people while toting the importance of EDI (Furey, 2019). This same candidate recognized and established funding for the United Nations International Decade for People of African Descent (Canadian Heritage department, 2019a) and established Canada's Anti-Racism Strategy 2019-2022 (Canadian Heritage department, 2019b). The same candidate pushed the Truth and Reconciliation Commission to advance equity work (Mas, 2015), which then became a driver of change internal to the HEI in the form of diversity professional events or the Indigenous Framework. This political driver is important despite lack of internal drivers due to systemic racism to affect change. Moreover, public scandals that make national and local news such as the ones aforementioned create an ethical driver of change. One political candidate looks to the student demographic and racialized individuals for votes. Hence, it is impossible for students to advocate for ethical change in community yet accept persistent Whiteness while enrolled in an HEI. Further, a shift in HEI culture cannot occur if one person or group feels attacked by others. By "focussing on the specific tasks people do; the processes and tools they use; and how prevailing policies, organizational structures, and norms affect this" (Bryk et. al., 2015b, p. 14) change to culture can occur in the immediate future.

The writer's own work experience has shown that more traditional post-secondary institutions, typically with high national ranking, are slower to change. Such institutions struggle to adopt inclusionary practices that would be of service to groups such as the Black Diaspora until a swell of external pressure builds. More progressive institutions

are those of lower national ranking, yet are positioned to really form their own approach to change, such as Postsecondary MV. Experts in the field of HE move from more conservative and traditional institutions to up and coming ones, bringing along their traditional cultural perspectives, however. The extent to which allyship is present can indicate change readiness in an organization (Armenakis, Harris & Mossholder, 1993) and a force to combat traditionalists. Further, diffused dissatisfaction (Armenakis et al., 1993) whereby there is a swell in unhappiness amongst stakeholders can challenge the thoughts of leaders even when they have moved to a new HEI. However, mass displeasure is often met with neutralizing efforts if the senior administration is traditional and favours keeping the status quo rather than working to advance inclusion and equity.

There are also competing groups staking claim, and successes, for diversity work. Student union groups, staff groups, faculty groups, and administrative groups form collegially or by unions to function as an internal force for change. However, these groups often do not have the mechanisms to meet in-person, limiting effectiveness, and competing events with different perspectives run within the same year. At Postsecondary MV's busy main campus, people have limited time to attend events, or are unable to attend given it is a commuter institution (i.e., no student residences onsite). There are also external competing groups and individuals (e.g., consultant activists, White consultants with backgrounds in law enforcement, etc.) with differing schools of thought on how equity work should be executed. Some, due to social media, have palpable popularity yet are not suitable for HE due to limited knowledge of theories used. Others, more academically-based, do not have the name to draw large enough crowds to on campus events, thereby altering the perception of the event as successful.

Despite the many forces for and against change, work has begun via shifts in QA practices and CI processes, alongside creating larger networks by engaging in sense making with faculty colleagues. The OIP writer's role as CI Lead, that positions her as change driver, is to work with Deans, Associate Deans, Program Heads, specialized QA faculty roles, and over a hundred faculty across bachelor programs. Further, the role chairs a QA and CI committee that meets monthly. The committee works towards policy development and strategies for bolstering program assessment practices and evidence-based practices, under the CI Lead's (i.e., OIP writer) recommendations, to ensure quality of each of the bachelor programs.

The entire group reports to the Vice-President academic and President, as well as acknowledges some authority of the national accrediting body. The OIP writer works alongside most universities in Canada to collaborate on professional development for accreditation criteria of graduate attributes and CI work, hosting a national session. The writer also worked on a Social Science and Humanities Research Council (SSHRC) funded planning committee group for a large event to work towards the elimination of racial discrimination. Lastly, the writer was a member of a union's equity caucus, working towards holding senior leadership accountable to equity work, inclusive of race. It is this unique constellation of roles, responsibilities, and granted authority that the writer is well positioned to affect change. Before change can occur, an HEI needs to be ready for change, which will be expanded upon in the next section.

Organizational Change Readiness

This section illustrates how readiness for change in Postsecondary MV can be ascertained, alongside discussion of competing forces for that change. As an example of

a tool to assess readiness of change, Cunningham, Woodward, Shannon, MacIntosh, Lendrum, Rosenbloom, and Brown (2002) issued a questionnaire of several measures of readiness for change in the organization. Although the study was conducted in a hospital context, there is application to HE. The variety of roles, demands on funding, and service aspects to the consumers of organizational product parallel HEI context. Measures valuable to watch include those related to risk of change, self-efficacy, characteristics of the job, quality of the service provided, psychosocial, and those related to re-engineering (Cunningham et al., 2002). In particular, the authors list the following components to assess readiness:

- demographics of employees (i.e., single, family, etc.);
- job security;
- job-change self-efficacy (i.e., one's ability to handle changes in work);
- active job problem-solving;
- demands of the job;
- level of authority to engage in decision-making;
- active versus passive aspects of one's job;
- social supports;
- organization/staff relations;
- staff competence;
- attention to quality improvement;
- wellness (i.e., physical, emotional, psychological);
- ability to participate in the shifting change of the organization.

Given the ample list of components, it is not possible to assess all factors of readiness at a single time within the scope of the OIP. Thus, the OIP writer recommends focus on demographics, authority levels, self-efficacy, staff relations, and ability to shift change as important to assess at the start. These factors were selected as they refer to key components within established processes that will lead to the desired change at Postsecondary MV. In regard to demographics and authority levels, Postsecondary MV has no racialized individuals in senior leadership positions from President through to

Deans. There are limited, tokenistic means for self-efficacy for racialized individuals, with many following formal process to enter complaints with the Harassment and Discrimination office only to be reviewed and dismissed by largely White committee. Thus, staff relations are often tense when concerns of racial discrimination are presented to White leaders and go inadequately addressed fostering greater inequity. Greater inequity affects the culture of Postsecondary MV, as those advocating are seen as disrupters and problem makers in need of silencing. Lastly, an ability, or not, to affect change for roles seeking increased racial equity. As the CI Lead, the writer has illustrated high competency to affect change to quality review of programs, manage large workloads, and foster collegial relationships between leaders and large number of faculty when the relationships were once fraught. The success of such collegiality was resultant of the CI Lead's ability to execute projects with no hidden personal or professional agenda, meet the needs of colleagues throughout CI and QA projects, and grow capacity for CI work through supportive means. Thus, Postsecondary MV is well prepared and ready to take on the next evolution of CI and QA work to meet the significant deficiencies in providing a workplace consisting of racial equity.

It is important to note the most significant force internally is power control by a White hegemony with longstanding tradition of controlling people for economic gain. At an institution with significant industry partners, threat to power is not taken lightly. Those who are similar to each other include themselves in power relations within the HEI, but so too do industry partnerships. Professional titles also have power internally and within society. One's position in a popular HEI opens doors to other professional and business opportunities, as well as establishes social clout. This cabal will see

arguments of pervasive ideologies that are discriminatory, unacceptable, and will work to prevent advancements in equity seeking groups unless the external societal forces are stronger. Thus, integrating widespread engagement of equity work within CI and QA procedures creates a base of pro-racial equity colleagues to advance solutions to inequity.

The diagnostic stage of assessing readiness is critical when looking at change to a monoculture and it must happen with time and awareness to overt and subvert cultures. To be bold and forthcoming of biases, let alone to implement change initiatives via QA policy, has to be a shared responsibility amongst stakeholders. Shared leadership ensures both a bottom-up and top-down approach to change, ensuring those with authority in an HEI are held to account (Kezar, 2014). As the lead change agent for incorporating anti-Black racism work with QA practice, the writer can use what authority she has with the bachelor programs to recommend adaptations for QA policy at the institutional level. The OIP writer considers herself as semi-top leader in that she has influence across multiple programs, but also as a bottom-up leader as she is a woman in the Black Diaspora whose professional practice is informed by lived experiences.

Therefore, the writer applies strategies based on CRT to dismantle systemic racism. By seeking intellectual opportunities (e.g., equity caucus work, professional development events) where the writer meets colleagues outside of her direct role, she increases shared cognition. At these events the writer also works with those already in her network of professional and academic contacts (e.g., inviting race scholars to speak at events). Also, the OIP writer influences hiring practices, looking for not only experts in their field, but also individuals that have a broader awareness for embedded injustices.

Inherent in the OIP writer's CI Lead role is the development of data management tools and system, whereby she collects quantitative data of students' performance that is linked to qualitative measures such as ethics criteria. The writer triangulates data and writes reports for Deans and external bodies, thereby addressing authority stakeholders while working towards increased legitimacy for her equity initiatives. The need for quantitative data helps the writer facilitate professional relationships with colleagues, thereby growing a network in the institution. Thus, embedding equity work into established QA processes such as Program Review and CI work is tangible if mindful of competing forces.

Closing Remarks

This first chapter of the OIP presented the organizational context of the HEI in discussion: Postsecondary MV. Leadership positions and lens were outlined to provide the reader groundings for the arguments presented in the PoP. The PoP was articulated and framed to provide clarity on why the problem is of concern and valid. Further, guiding questions from the POP were presented to relay outstanding considerations as the OIP is expanded, and drivers of changed discussed thoroughly. At the end of the Chapter, a vision for change was presented, alongside means to assess institutional readiness for change.

In the next chapter, leadership approaches to change will be expanded, as will the framework for leading the change to improve inclusivity of the Black Diaspora. A critical organizational analysis will be provided, followed by possible solutions to the PoP from the author's standpoint. The Chapter will close with leadership ethics of

organizational change. All sections will be presented within CRT, adaptive, and authentic leadership, and as means to impact a monoculture via QA mechanisms.

Chapter 2: Planning and Development

In the first chapter, an overview of the PoP and organizational context of Postsecondary MV was provided. The key theory, CRT, was presented alongside authentic leadership and adaptive leadership. Additionally, QA and CI mechanisms were presented as possible leverage points to advance social justice work in Postsecondary MV as it pertains to race, and to form a plausible equity framework for the HEI. This second chapter will expand on leadership approaches and Lewin's Theory of Planned Change (TPC) as a framework for leading the change process. Alongside TPC, Humble Inquiry (HI) will be discussed due to the multidimensionality of the race-based change for increased inclusion of Black stakeholders at Postsecondary MV. Also, a critical organizational analysis will be conducted to determine possible solutions to the PoP by the writer as change agent in the CI Lead role. The final section will address leadership ethics when considering organizational change.

Leadership Approaches to Change

A top-down directive approach to affecting race-equity will not be sufficient at Postsecondary MV due to limited individual self-reflection on equity by employees. Several employees in a variety of roles must actively participate in equity, diversity and inclusion (EDI) for a sustained change in the monoculture to take place. This monoculture facilitates hire of Black women, such as the change agent, as service providers (i.e., labour) within systems of racism and sexism. Also, Black women find themselves hired into defunct change processes to correct mistakes (Duncan, 2014) rather than establish innovation that will be attributed to them. Thus, not all change agents are positioned equally within an HEI context, such as the CI Lead. Agents tasked with

laborious work are often unlikely to succeed given a contentious context that remains after previous change agents that were not successful. From past experience, the OIP writer believes it critical to apply appropriate change models, change theory and leadership approaches to reach change success. In the following section, the OIP author discusses her selected leadership approaches as part of the steps to success.

Initial Considerations

The leadership theories that the writer will use include adaptive and authentic leadership. The intention of the work centers on ethical means to leadership in that the characteristics, values, goals (Northouse, 2016), and attitudes of the leader sets standards that guides decision-making for improved valuation of Black students and employees. The construct of ethics and leadership will be discussed further in the final section of this Chapter. In earlier academic work, the OIP author explored the use of servant leadership. After further consideration of Greenleaf's (1977) book and additional sources outlining the religious origins of servant leadership the writer chose not to apply it to the PoP and OIP. Some of the characteristics, such as ensuring benefit for others via decisions and actions, have application but truly reside in oneself before reading works on servant leadership. Importantly, given the anti-Black racism focus of the author's work, she believes it inappropriate to apply a servant framework. As previously stated, Black bodies and racialized individuals are cast in caretaker roles at work within colonized society regardless of credentials or actual work responsibilities. Lastly, Greenleaf's (1977) notion that a servant leader is chosen is too limiting for modern application given unconscious bias that prevails in Canadian HEIs.

Rather, the writer believes adaptive leadership has more relevant application to anti-Black racism change at Postsecondary MV given the dynamic nature of change in HEIs. Also, authentic leadership has significant purpose to the PoP and OIP as the underpinnings of authentic leadership is legitimacy as a leader that stems from relationships formed (George, 2013) with colleagues and various stakeholders internally or externally. The OIP author excels at forming professional connections with those senior to her due to academic knowledge and experience, as well as those laterally as the author is skilled, collaborative and supportive. Further, the OIP author, as descendent of immigrants, has worked in many roles to fund and lead to her career. Thus she is humbly able to form genuine connection across roles at Postsecondary MV inclusive of service roles and uphold authentic leadership while driving equity change.

The change agent's colleagues will form a coalition that is a group of skilled, trusted allies within varying roles at Postsecondary MV (Kotter, 2012) and translators that serve to relay the CI Lead's change to colleagues. Translator roles and coalition building will support the necessary increased empathy of how Black bodies are harmed by normalized practices at Postsecondary MV (intentionally or unintentionally), while increasing engagement in the change. Also, this method supports the adaptive and authentic leadership lens that centres on the change agent's ability to grow connection, be effective with work projects, and bring stakeholder focus for embedded changes such as the QA-based change. A change to ultimately resist practices whereby "[w]hite, male, middle-class leaders-even those who challenge the status quo-are to a great extent privileged by it" and operate to maintain the status quo through institutionalized policies and structures (Rottmann, 2007, p. 9). Hence, a new leader and form of leadership is

needed to prevent "assimilation to policies that are not context relevant [that] reinforces existing inequities" (Rottmann, 2007, p. 9). An innovative leadership framework to approach the PoP will also include adaptive leadership, as presented in the next section.

Adaptive Leadership

Adaptive leadership originated with Ronald Heifetz in 1994 (Northouse, 2016), resultant of his work in organizational leadership. The four core components of adaptive leadership, embodied by the OIP author, include environment navigation, acting with empathy, being successful by achieving set goals and objectives, and learning self-correction and reflection (Heifetz, Grashow & Linsky, 2009). These four components reflect the stages of leading an adaptive change articulated in Chapter 1. Namely, the stages include assessing the recurring problem, finding a way as change agent to both interact with members of Postsecondary MV while taking a broader view of state of affairs, creating roles for allyship, and managing conflict before returning the work to colleagues who are the issue to start (Heifetz & Laurie, 1997; Heifetz & Linksy, 2002).

The central tenet of adaptive leadership is facilitation for problem-solving by colleagues for sustained change (Northouse, 2016), which is important for the change agent who is driving institutional change for racial equity. When delving deeper into the PoP, there is an absolute empathy required to engage in anti-Black racism work, as well as a strong component of self-reflection. Empathy facilitates understanding of the numerous harmful lived experiences of those who are labeled or identified as Black, experiences not readily observable to those outside of the Diaspora. The OIP author also cannot do the work alone to create sustained change given the pervasive and widespread nature of organizational culture. Therefore, the change agent's knowledge of

organizational structure is a valuable asset within adaptive leadership framework as she understands the varying complex needs of and demands on senior leaders, faculty, staff, and their inter-relationship within Postsecondary MV. Adaptive leadership methods will assist the CI Lead to nimbly address the needs of stakeholders, including those with significant positional authority. This authority will be leveraged to affect stakeholder buy-in to sustained change.

As Vijay Govindarajan (2017) writes, an adaptive leader is also attuned to areas of weakness to capitalize on for the success of the organization. He explains that weaknesses can include demographics, societal opinions, and capital markets due to changes observed in technology and society (Govindarajan, 2017). Although the OIP writer does not think that Postsecondary MV's shift to education as product, and the overall corporatization of higher education in Canada, is beneficial to society, she does acknowledge the importance to accounting for this factor in planning and executing change. Global cities compete for tuition dollars whereby students are positioned as customers. Hence, Postsecondary MV needs to compete for the attention of an increasingly diverse student population. Integrating racial equity is a meaningful way to attract customer dollars. Further, given the non-traditional Postsecondary MV context in which the change agent works, it is a deficit to her overall goal of challenging anti-Black racism if the writer does not understand the business component that Govindarajan and others articulate.

Lastly, adaptive leadership incorporates an agility needed to address immediate change, while holding value for a highly collaborative atmosphere (Highsmith, 2013). As HEIs face a multiplicity of environmental and political changes (Macheridis, 2018),

the necessity for agile management approaches under the guidance of adaptive leadership becomes increasingly more urgent. The need is particularly true as Postsecondary MV faces QA processes involving multiple processes and stakeholders (such as those from an accrediting body that updates criteria or sets stipulations to re-accreditation). However, due to the lack of theoretical underpinnings within the field of adaptive leadership (Northouse, 2016), an additional approach to leadership is needed. Thus, authentic leadership provides a lens complimentary to the tenets of CRT, as discussed further in the next section.

Authentic Leadership

The origins of authentic leadership are from the 1960's by the scholar Bill George (George, 2003) with theoretical underpinnings from the social sciences (Northouse, 2016). With the rising popularity of equity and diversity work, leaders are attuned to social justice movements. As aforementioned, the rise in equity work by White managers and leaders does not facilitate the institutional cultural change needed at Postsecondary MV as the voices and experiences of Black stakeholders are no further listened to or promoted as per the tenets of CRT. Further, as the only leaders are White, an organizational culture that normalizes White behaviours is perpetuated while upholding the notion of false neutrality within predominantly White spaces. Thus, authentic leadership theory applies to the PoP and OIP as it incorporates who the OIP writer is as a person and working professional of the Black Diaspora in the field of education. Authenticity is one of the key characteristics senior leaders, colleagues, and community members have identified as inherent to the OIP author's conduct and personality. Although there is an element of explicit morality within authentic leadership that could

be a similar issue as the religious aspect of servant leadership, the writer thinks the moral component reflects attributes of integrity and honesty needed to affect ethical change.

Adapted from George (2003), Figure 3 depicts attributes of authentic leaders across five dimensions: Purpose, Values, Relationships, Self-discipline, and Heart (George, 2003; Northouse, 2016). The behaviours observed and affiliated with each of these dimensions are Passion, Behaviour, Connectedness, Consistency, and Compassion (George, 2003; Northouse, 2015). Authentic leadership calls for bravery and boldness of leaders who are not interested in maintaining status quo, who are attuned to their values (George, 2003), possess self-regulatory behaviours, and are transparent with others to grow relationships (Northouse, 2016). The OIP writer embodies many of the characteristics depicted in Figure 3. For example, the author is compassionate towards the harmful experiences of students and employees, aiming to grow positive relationships guided by values of equality and inclusivity within diverse spaces.

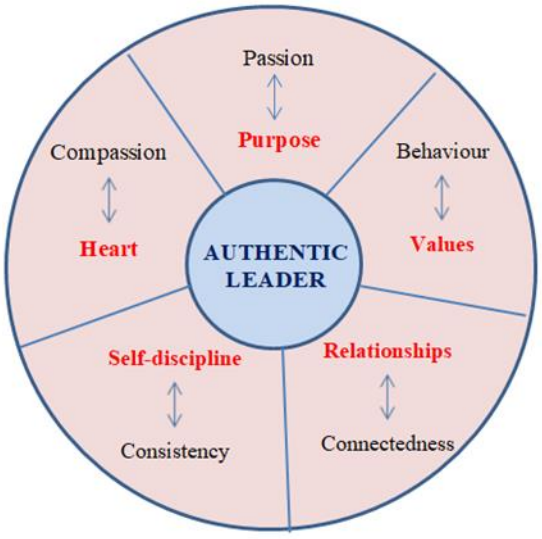

Figure 3. The Authentic Leader's Characteristics. Adapted from Authentic Leadership: Rediscovering the Secrets to Creating Lasting Value (36), by B. George, 2003, San Francisco: Josey Bass.

As shown, there are five dimensions of an authentic leader where values (second ring) connect to a quality of human development such as Values and Behaviour that are important considerations for the CI Lead in the PoP context. The change agent prioritizes purpose and passion, relationships and passion and the connection of values to behaviour to affect anti-Black racism in Postsecondary MV (George, 2003). Overall, relationship building at Postsecondary MV will be critical to execute the sensitive work of culture change to meet the needs of racialized students and faculty. Networks are critical as mobilizing forces to affect change related to social movement such as race-based equity (Kezar, 2014). As Kezar (2014) states, "[T]he design of networks impacts positive outcomes such as social capital or learning" (p. 189). Networks at Postsecondary MV will reinforce the change desired. The OIP writer recognizes it is a challenge to locate and support an equity-orientated authentic leader under prevailing neoliberal forces. It is clear within corporate and commercialized contexts, leaders who prioritize characteristics of authentic leadership are rarely at the top when looking at hierarchical models of leadership, and why social justice advocates struggle to be seen as leaders. By nature, social justice is for the good of community before self, more so when racialized groups are calling for change. However, the reduced likelihood for authentic leaders at the top of the organizational hierarchy at Postsecondary MV is also the rationale for leveraging the positional authority held by the President, Vice-Presidents and Deans.

If an authentic leader retains their vision, remains focused, is consistent and disciplined, while too knowing limitations in their knowledge, skills, and abilities (George, 2003), change within an HEI can occur. While considering larger societal needs beyond the organization's, and balancing customer needs (i.e., students and industry

stakeholders who hire skilled graduates), a CI Lead role is positioned to create mechanisms that better meet student needs. The needs are met while ensuring programmatic excellence that builds professional bonds with senior leaders in the HEI. As the network between students, faculty, middle-management, and senior leaders grows, change can move forward with guidance of an innovative change framework.

Framework for Leading the Change Process

Leading change is multidimensional and complex. For this OIP and PoP, the writer applies a change framework that compliments the nature of race-based complex change at Postsecondary MV. The OIP author utilizes Lewin's Theory of Planned Change (TPC) developed by Kurt Lewin in the 1940's (Lewin, 1947; Purser, & Petranker, 2005; Shirey, 2013) alongside the method of Humble Inquiry (Schein, 2013) that offers a simplistic, yet powerful dialogic function of asking colleagues to engage in change. Lewin's TPC entails three distinct phases of unfreezing, changing and refreezing (Lewin, 1947), to be discussed further in this Chapter section alongside the recent work of Edgar Schein and Maria Shirey.

In particular, the OIP writer selected Humble Inquiry (HI) due to its foundation in social sciences, human behaviour, and psychology (Schein, 1996; Shirey, 2013) that compliments the field of QA but one the OIP writer can use as a bridge to CRT to affect change. As Schein (1996) states, HI "was a profound psychological dynamic process that involved painful unlearning without loss of ego identity and difficult relearning as one cognitively attempted to restructure one's thoughts, perceptions, feeling, and attitudes" (p. 28). With the sensitivity of race relations, the CI Lead as authentic leader must be mindful of potential values, connectedness and relationships, as example, colleagues have

with the concept of race and identity. The OIP author's optional and here-and-now humility is critical to opening dialogue leading to change. These forms of humility held by the CI Lead indicates how HI as method bridges to CRT whereby race discussions are central. Further, when changing a monoculture based on hegemonic ideologies prevalent in Postsecondary MV, TPC with HI aptly facilitates unlearning and relearning new belief systems of race while maintaining the professional collegiality needed.

Lewin's Change Model

Lewin's work was ground-breaking as it investigated the complexity of change within emerging valuation of social sciences post World War II (Lewin, 1947). Importantly, Lewin examined change as it related to cognitive processes and psychological and behaviour dynamics of change targets (Lewin, 1947). A detailed outline of Lewin's pivotal work is beyond the scope of this OIP, however it is important to note Lewin identified "[c]hange and constancy are relative concepts" (Lewin, 1947, p. 13) and explicated "conditions for change implies the conditions for no-change as limit" (Lewin, 1947, p. 13) whereby those conditions are "analyzed only against a background of "potential" change" (Lewin, 1947, p. 13). To the OIP author, this relationship to change, one where individuals are held in place and resistant to change and the other whereby they are driven to change, is critical groundwork understandings to the intended change at Postsecondary MV given the monoculture. There is a high degree of constancy and Postsecondary MV that results in little overt change and high resistance to change due to risks to professional status, as example. However, the community around and within Postsecondary MV is changing in regard to social compositions and pressures inclusive of race equity awareness and improvements. Thus, inquiry into the calls for

change balanced with resistance must be considered (Lewin, 1947), which is aptly executed through the TPC stages.

Although Lewin's TPC was developed in the 1940's, it continues to have application present day as HEIs face learning new ways of implementing change such as complex change of affecting culture to grow inclusive organizational cultures. The initial stage of unfreezing includes assessment of the need for change by a change agent, preparing for change, creating urgency for the change, and gauging concerns of the change (Puser & Petranker, 2004; Schein, 1996; Shirey, 2013). The second step of changing focusses on the process of change via detailed plan, communication, and capacity building for the change to bring along a network of support for the change (Schein, 1996; Shirey, 2013). The final stage of refreezing is to embed the change into the system for sustainable lasting change (Schein, 1996; Shirey, 2013). Embedding the change appears as policy and procedure updates (Shirey, 2013), as well as change to organizational culture, which is suitable for the writer's OIP and PoP. Herein the writer details each of the three stages of TPC.

Unfreezing, as defined by Schein (1996), refers to "the large force field of driving and restraining forces" (p. 28) that influences stable human behaviour. These fields must be influenced while "personal psychological defenses or group norms embedded in the organizational or community culture" (Schein, 1996, p. 28) are active otherwise strong resistance to change occurs. Further, disconfirmation is required, whereby stakeholders are exposed to new information that challenges held beliefs (Schein, 1996) and participants are preparing for change (Armenakis & Harris, 2001). More discomfort arises and herein is where a change agent's response is important. Change agents must

create adequate psychological safety to address and manage anxiety and fears that arise from new information and recommendations for change.

Reframing occurs in the change step of TPC whereby feelings are processed from the initial stage of unfreezing. The change recipients experience a reframing in the cognitive sense as semantics are redefined, expansion of conceptual understanding occurs, and subsequent evaluations for values and concepts transform (Kang, 2015; Schein, 1996). It is at the point where an individual is making new cognitive connections that they have unfrozen (Schein, 1996). Hereafter, new behaviours, searching for more information independently, and trialing new ways of being occur for those embarking in change (Kang, 2015; Schein, 1996). Once the participant has embedded new behaviours within other established behaviours of their personality (Armenakis & Harris, 2001; Schein, 1996) they have reached the final stage of TPC, refreezing (Kang, 2015).

For the OIP writer, the three main steps TPC have a simplicity that offers application to a dynamic context such as the Postsecondary MV. However, the writer acknowledges the linearity of TPC has faced scholarly criticism. Scholars found the episodic reality of change rather than continuous nature to address change incongruent in TPC (Puser & Petranker, 2004). However, the OIP author finds benefit to the linear, simplistic nature of TPC. The PoP is one whereby established processes (i.e., Program Review, CI work and accreditation) will be leveraged under several theoretical applications (i.e., CRT, authentic leadership, adaptive leadership, HI, TPC).

Further, the QA and CI processes are episodic in nature as well when considering when their subsequent reports are due (e.g., every 6 years). As the OIP author intends to align review of increased equity measures with the review of QA reports and CI reports,

the macro level review of episodic change (Puser & Petranker, 2004) and linear, pragmatic (Shirey, 2013) nature of TPC is sufficient. A limitation the OIP author is aware of is the top-down leadership review of the change when TPC has been applied in the past (Puser & Petranker, 2004; Shirey, 2013). However, QA and CI reports are reviewed by leadership inclusive of the CI Lead, middle manager such as Associate Deans, Deans, and senior leaders at the HEI. Each of these roles, despite institutional hierarchy, has some degree of top-down functionality. With such functionality, the approach to communicating with colleagues is critical for the OIP writer, which can be addressed by approaches to change inclusive of HI.

Approaches to Change

Humble Inquiry (HI), used in this OIP as method for executing the three steps of TPC is an approach of requesting rather than telling (Schein, 2013). Humble Inquiry denotes interest and curiosity to facilitate openness alongside vulnerability (Schein, 2013) that compliments the requirements needed to address anti-Black racism within the monoculture of Postsecondary MV. The role of inquiry and form of humility (basic, optional, here-and-now) exist within HI and support progress towards change (Schein, 2013). Inquiry requires that what, how, where, and when questions are asked (Schein, 2013). Information must be gleaned, but also relationships sustained via the vulnerable state of the leader (i.e., humility) inquiring of equity to their employees within Postsecondary MV. HI includes three forms of humility: *basic*, where a person is born into status; *optional*, status via achievement; and *here-and-now*, established with a leader requesting information due to dependent nature of parties involved. All three forms of humility must be considered (Schein, 2013) by the OIP writer as she implements change.

The method is useful under authentic and adaptive leadership as collegial willingness to be told what to do within Postsecondary MV is limited. Although HI could be applied by the wrong individual in a leadership role and appear as coercive rather than suggestive, the intended network of equity-oriented stakeholders in Postsecondary MV should provide ample support to engage in HI. Further, HI provides a lens to view the true missteps of organizational culture that also hides systems of inequity. Utilizing HI assists with the unfreezing step of TPC as it safely asks Postsecondary MV stakeholders to reflect on established ways of acting and knowing that operates as their psychological force field. With the utilization of CRT and HI, race is brought to the fore of cultural discussions at Postsecondary MV by centralizing stakeholders' knowledge and conscious or unconscious biases toward race.

The level of difficulty to promote equity work means change will need to be slow at the senior administrative level. A level of engagement already exists for senior leaders as some support an equity caucus, as well as specialized groups hosting diversity events. The OIP writer needs to be mindful that the introduction of new values and beliefs can be seen as an attack on and violation of the established culture (Kezar, 2014). Additionally, when looking at values and belief systems, hidden ones are rarely surfaced until conditions of anonymity are guaranteed.

Despite challenges to change, work has begun to shift QA and CI practices. The writer has established trust via her work manner and genuine valuation of colleagues' ideas and initiatives (thus embodying authentic leadership). The author must continue to build upon that trust to move forward equity work in addition to advances with QA and CI policy and procedure. As established, the OIP author's approach is not to steamroll

others to her way of thinking, but rather encourage, support, and ask that alternative options and views be considered. Thus, the author feels some groundwork for her OIP has been established as she quickly finds allies or they identify her as ally within Postsecondary MV.

Additionally, when considering approaches to change that affect culture in an HEI, awareness of biases is paramount. Values and beliefs in Canada do have normalized racial orientation to Whiteness and White Supremacy (Ladson-Billings, 1998). As a Canadian-born woman to immigrant parents, the OIP writer is not considered Black except in the context of Whiteness. It is Canadian society that has labelled her (Yon, 2000) and created an identity the change agent did not select. As with many who are racialized, there are hardships attached to assigned identity by society and within educational organizations in Canada. Thus, an opportunity was presented for the OIP writer to grow understanding and empathy for Black Diasporic experiences in everyday, professional and academic life. The writer's PoP to address racial bias via normalized, ubiquitous institutional processes may expedite learning how to locate, reflect and unpack racial biases. Once unpacked, minimizing obstacles for colleagues to shift their beliefs, assumptions and values can lead to a new culture founded in equitable practice. In order to work towards such a significant change, a detailed understanding of the organization is needed.

Critical Organizational Analysis

In order to work towards a change that increases Black Diasporic inclusivity, an organizational analysis via assessment of gaps at Postsecondary MV is needed.

A Gap Analysis Tool

Via the organizational assessment method of strengths, weaknesses, opportunities, and threats (SWOT) analysis, the OIP writer identifies four main areas of the SWOT and executed a SWOT of the stakeholders of Postsecondary MV (Leiber, Stensaker, & Harvey, 2018). A SWOT analysis provides existing weaknesses while also considering short-term future opportunities for improvement (Leiber, Stensaker, & Harvey, 2018) and serves as a practical gap analysis within the realm of an EdD as primary research of complex organizational issues is not feasible. The complete SWOT analysis is presented in Figure 5 for the reader further in this section. As presented in Chapter 1, stakeholders' readiness for change can be facilitated through HI to gauge employees' authentic feelings of equity and inclusion in Postsecondary MV. Additionally, HI facilitates psychological comfort for the employee to provide information on questionnaires and SWOT while being sensitive to the political nature of the change centered on race.

SWOT Analysis

The following Table 1 shows the initial SWOT analysis as it pertains to the writer's PoP. Also, Figure 6 indicates considerations for a SWOT in regard to stakeholders given the number of actors within Postsecondary MV. Although the strengths and weaknesses columns certainly identify components of Postsecondary MV, the reader will find the opportunities and threats columns highlight what needs to change within the institution. Alongside the unfreezing, learning and refreezing steps of TPC change model, and findings of the change readiness analysis presented in Chapter 1, the SWOT indicates critical gaps at Postsecondary MV that prevent improving racial sensitivity for greater inclusivity of Black community members.

Table 1

SWOT analysis related to PoP

STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
• **Branding**: HEI appeals to a non-traditional student population • **Programs**: Competitive programs • **Faculty**: Faculty from industry and have practical experience • **Post-Graduation Employment**: Most graduates are employed soon after completion • **Industry Relationships**: Active communication wtih industry to shape program priorities and content • **Equity Interest**: Some interest amongst stakeholders to improve equity in the HEI	• **Industry Relationships**: Over-reliance on industry that is a monoculture rather than industry that is progressive wtih diversity and equity • **Staffing**: Several employees remain for decades and engage in inconsistent meritocracy; prevailing propinquity and nepotism; unconscious, bias exists wtih hiring practices . • **Understaffing and underfunding:** Equity roles and offices	• **New Industry in community**: New industries are establishing themselves in the city • **Increased Ethnic-racial diversity in Community**: Impacts the potential student and employee population • **Increased QA demands**: More QA measures are applied to HEI programming	• **Education Philosophy of Senior Administration**: Focus on spending for innovative technology over investment in employees; minimizing pedagogy; under-valuation of specialized QA knowledge/skills; dismantling established Faculties • **Inequitable Equity**: Interest and roles of equity favour a hegemony rather than those in equity seeking groups • **Toxic subculture**

As Table 1 and column two titled Weaknesses illustrate for the reader, Postsecondary MV has limited industry stakeholders that prioritize equity, and the HEI devalues the importance of racialized students and employees in the organization. Black Diasporic members do not appear in senior leadership roles, nor in middle-management roles. There is a limited student body that reflects the Black Diaspora. Further, Postsecondary MV prioritizes spending for technology over employee training that supports racial equity. Established processes for QA and CI have no content on racial diversity, equity or inclusion, thus there is no opportunity for expansive institutional reflection on race at Postsecondary MV. The active threats column shows the level of disregard for racial equity in favour of the prioritization of technology and quick degrees to graduate students. Further, there is limited investment in training for continuing

employees and devaluation of roles that bring critical thought. The focus of some senior leaders is to dismantle Faculty equivalents in favour of centralizing all programs regardless of field of study. These threats all occur within a toxic subculture that actively and persistently support a White, male, heterosexual hegemony.

Moreover, within a structural frame of an organization (Bolman & Deal, 2008) that conveys the bureaucratic nature of HEIs and metaphor of HEI as machine (Morgan, 2006), the key actors (President, Vice-President Academic, Deans) in Postsecondary MV truly impact employees and processes. Although decentralized organizational control is purported, the actuality is that the hierarchy remains intact and establishes authority for the rational model of decision making (Morgan, 2006) held by a White majority. Further, the division of labour becomes the framework for salary, power and organizational status (Morgan, 2006). Within Postsecondary MV, the key stakeholders (presented in Chapter 1, Figure 1) inform Table 2 that outlines the SWOT analysis. Crucially, the placement of positions in no way reflects valuation of those in the roles, or as overall summation of the role's effectiveness. Rather, the placement of the roles reflects role functionality in relation to the PoP.

Table 2

SWOT analysis of stakeholder groups as it relates to the PoP

	Positive (i.e., helpful)	Negative (i.e., detract)

Internal	Board of Governors Education Council President Executive Director, Indigenous Initiatives & Partnerships Vice-President, Advancement Associate Vice President, Marketing & Communication Vice President, Students Faculty Students Accreditation Roles Committees/Employee Initiatives Unions	Board of Governors Advisor, Harassment & Discrimination Vice President HR & People Development Vice President, Administration & CFO Executive Director, Stakeholder Relations Vice President, Academic Senior Administration (Deans, Associate Deans) Faculty Students Committees/Employee Initiatives Unions
External	Increased student population diversity due to International Students Social Justice Movements (e.g., Black Lives Matter) Black Diaspora Government Initiatives (e.g., UN Declarations, Anti-Racism Strategy, TRC)	Alt-Right Groups Foreign Government (e.g., Policy and Practice) Corporations

As depicted, there are many stakeholders within the machine of an HEI. Each role and group has different and sometimes competing interests. Importantly, the senior leaders of Postsecondary MV are not the only group who must engage in the proposed change for sustained success of the change to occur. The stakeholders identified in the positive, internal cell forms the personnel the change agent will mobilize for coalition building, networking, and building momentum. Thus, stakeholders identified as negative internal and external can be challenged to change in time or minimized (e.g., Alt-Right Groups).

With consideration of the PoP, the next step to the SWOT analysis is presented in Figure 4, using a schematic template from Lieber et al. (2018). The content of Figure 4 shows how the four sections of the SWOT interrelate to indicate how strengths-

opportunities, strengths-threats, weaknesses-opportunities, as well as weaknesses-threats combine to direct next steps to take for the leader within TPC.

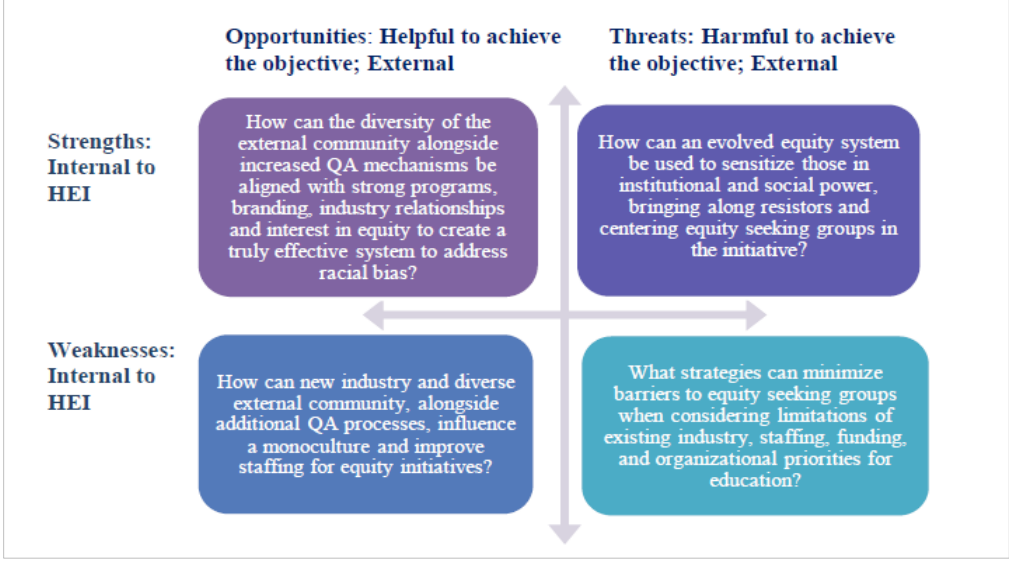

Figure 4. Schematic SWOT analysis of key components as they relate to the PoP

As Table 2 and Figure 4 depict, there are many factors that influence the change in culture that is needed to increase more equitable conditions for the Black Diaspora via QA and CI mechanisms. Ways to affect change include ongoing accreditation visits due to neoliberal forces, convincing those internal to Postsecondary MV that equity work means addressing unconscious (rather than intentional, targeted) biases, as well as ensuring key people and allies are positioned in committees. Furthermore, whether intended or incidental, these components affect drivers of change and the overall likelihood of the change towards increased inclusivity of the Black Diaspora.

In practice, the four main gaps aforementioned (Leiber et al., 2018) would be tracked present-day, after change, and then well after institutionalization of the change via stakeholder questionnaires and submitted QA or CI report findings. This process

follows the change model stages of unfreezing, changing and refreezing, as challenge to existing thoughts towards race is facilitated, current data on the Black experience at HEIs in Canada provided, and opportunity to take different action informed by new knowledge occurs. Further, participants' viewpoints of status of equity are critical, particularly when compared to institutional documents and data, as this too results in social changes. Regardless of the challenges inherent to influencing change of an institutional culture, attempts must be made and justified.

Justification for the Change

An organization can only accept change if ready, thus assessing the level of readiness is a pertinent first step. In the context of the writer's PoP, readiness to consider members of the Black Diaspora as equity seeking within HEIs has been a decades long process (prior to which it seemed ignored). As Holt, Armenakis, Field, and Harris (2007) state about readiness, it "reflects the extent to which an individual or individuals are cognitively and emotionally inclined to accept, embrace, and adopt a particular plan to purposefully alter the status quo" (p. 235). Additionally, the four factors of change (content, change process, internal context, and individual characteristics) are complimentary to the SWOT analysis presented (Holt et al., 2007). Also, the four factors highlight the stabilizing force that culture is that leads to false legitimization of other factors (Schein & Schein, 2017). In other words, culture can be firmly established and challenging to change; however, such cultures can also be a liability and dysfunctional (Schein & Schein, 2017) which then is a motivator for change for senior leaders.

The discourse of prevailing toxic HEI culture resultant of a heteronormative White hegemony highlights the need for a culture that is "learning oriented, adaptive, and

flexible" (Schein & Schein, 2017, p. 343). The hegemony has been established and sustained by systems of profit, and cultural arrangements that upholds visions and values (Alvesson & Deetz, 2006) within means of oppression. Moreover, the involvement of racialized members of Postsecondary MV towards change is critical as historically these members maintained their own subordination while also maintaining dominant systems of oppression that negated the ability to advocate for their own interests (Alvesson & Deetz, 2006). The method of HI through adaptive and authentic leadership will create genuine connections to mobilize racialized stakeholders and allies to advance new culture. For example, faculty injecting equity content in courses will be linked through a resource bank, which then further supports faculty yet to engage.

Further, in order to utilize CRT in a way that impacts Whiteness, the OIP author will need to apply the ontological, epistemological and methodological approaches of CRT. Firstly, the writer needs to recognize that within a CRT framework, it is understood race is not a natural phenomenon but rather a construct from interplay of society and culture (Paul, 2005). Moreover, knowledge is also constructed by the knowledge holder within context of time and place (Paul, 2005). In other words, if society racializes its members, then they enter HEIs knowing of White-Black binaries that disadvantage Black stakeholders while privileging White stakeholders. Thus, tokenistic initiatives such as Black programming and entrance scholarships are not enough to dismantle systemic racism as it is the engrained culture and assumptions that perpetuate anti-Black racism. Additionally, an HEI cannot have pockets of targeted Black students and faculty supports if the larger system does not value the Black Diaspora. Methodologically, as a Black female faculty member, the OIP author believes

she can alter the power dynamics by working with those more senior to her in the organization, affecting power distribution. An additional shift occurs as the change agent has expertise in QA and CI that at least matches the knowledge and abilities of some managers.

Hence, the OIP author can apply her QA and CI expertise to match the knowledge power of common and superior managers, while applying agency from lived experience and CRT to disrupt White normalcy of institutional assessment embedded in review of programs, which is the predominant method of QA and CI at Postsecondary MV. Further, the writer will ask programs how they select curriculum content, assessment practices, and course credit count towards application of knowledge within an array of societal and cultural contexts. These examples of provocations illustrate initial attempts to have programs be more reflective of the issue of racial equity and how programs will be required to demonstrate how students will apply knowledge in a broader, diverse, societal context. Thus, a singular perspective to knowledge will no longer lead to a successful graduate. Ultimately, the path for change has many possible solutions.

Possible Solutions to Address the PoP

Several solutions are possible based on the analysis presented in Figure 4, however for practicality of OIP writing the author will present three solutions. A recent survey indicated that 77% of Canadian universities claim EDI in their institutional documents such as strategic plans or planning documents (Charbonneau, 2019). As well, 70% of institutions set forward an EDI plan and policy (Charbonneau, 2019). And yet barriers for equity seeking groups remain in HEIs. At Postsecondary MV, resources are

not provided to affect the EDI change needed, inclusive of financial resources, attracting and retaining talent, support staff, and EDI initiatives (Charbonneau, 2019).

When considering erasure of colour-blindness (i.e., to be unaware that race and colour influence experiences and opportunities), utilization of CRT to develop curricula that bring forward students' lived experiences, increasing the number of faculty and students of various races, and students having a diverse set of experiences with racism is critical (Diggles, 2014). Furthermore, the development of interdisciplinary opportunities on campus to diversify smaller homogenous units or programs challenges the HEI to racially diversify. Given the state of affairs of EDI, the three solutions the OIP author proposes are redefining QA and CI policy and procedure to influence institutional equity practice, sensitizing senior leadership to racial inequity, and actively incorporating new industry in institutional equity initiatives. Henceforth, the writer outlines three plausible solutions, as depicted in Figure 5. Each branch of the diagram illustrates a different solution. For each solution the central focus, stakeholders, and key effects are identified.

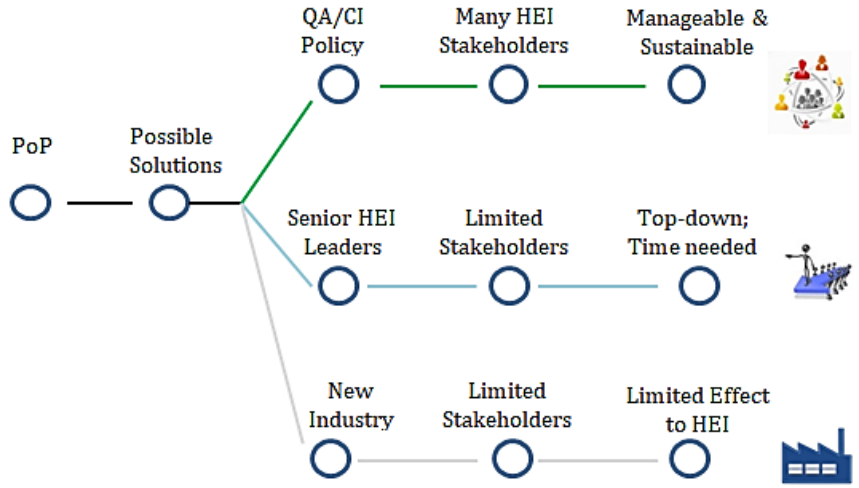

Figure 5. Proposed Solutions to the PoP (Figure created by OIP author)

The OIP author proposes three main solutions for the reader, whereby the first entails embedding equity into the HEI's existing QA/CI Policy and guidelines. As many existing roles in the HEI are involved in QA and CI work, this solution is manageable within existing workloads. It also has far reaching potential within Postsecondary MV. The second solution requires senior leaders to engage stakeholders through targeted equity training. This solution is top-down, which contradicts the authentic and adaptive leadership approaches of the change agent. Also, it will take months if not years, to assemble leaders in training given their often conflicting, busy schedules. The last solution focusses on gaining participation in the PoP solution from new industry partners. Again, limited stakeholders would be involved, and the focus would be external to the HEI. Further, this solution has limited results to increased race-based equity. In the next sections, the OIP author discusses each of these solutions in greater detail.

Solution Proposal 1: Redefining QA/CI Policy

Procedurally, the OIP writer as CI Lead and change agent will identify who participates in CI work (e.g., accreditation) and Program Review practices, as well as appraise the existing Program Review practices against the institutional policy. The OIP author will examine methods of CI and Program Review procedures, program and course data collection, faculty engagement, and other programmatic components with the optics of interjecting CRT. The tenets of CRT will be jarring for Postsecondary MV stakeholders, and the initiative disruptive to routine organizational practices. Frankly, many will see no value to the work nor see cause for it. The OIP writer will need to collaborate with already formed allies indicated in the positive internal cell of Table 2, and utilize CRT while leveraging QA policy and procedures for improved program

quality overall. Once the conceptual framework for change elicits programmatic assurance of quality, greater buy-in to the change in the long term can be achieved. Additionally, the change agent will engage senior administration in ways that do not threaten people's place in the organization, but rather invites them to reflect upon EDI within Postsecondary MV. Table 3.1 illustrates the necessary change, and resources needed for Proposed Solution #1 as well as the proposed implementation.

Table 3.1

Proposed Solution #1

Necessary Change	Resources Needed	Proposed Implementation
Review Current Program Review Policy and CI Processes	**Time:** One academic year for initial change; 6 years or more for sustained change **Human:** CI Lead, faculty QA coordinators, Program Chairs, Deans, Associate Deans, Program Review office, senior leaders, potential translator roles (e.g., faculty) to disseminate the change plan, assemble a coalition to support the new equity initiative proposed by CI Lead (e.g., union equity caucus members) **Fiscal:** N/A **Information:** Ascertain where CRT can be added to Program Review and CI work as means to disrupt normalized Whiteness. **Technological:** Addition of Program Review equity content to digital templates and faculty management systems.	Occurs when Program Review and CI have common procedures and written submissions from programs, generate equity reflection questions for surveys, questions about curriculum content and assessment practices, and questions of faculty professional development related to equity.
Key OIP Components: 1) Revision of the QA and CI Guideline, increasing equity content. 2) Growing resource bank for assessment tools and CI material that encompass race-based equity content. 3) Utilizing QA and CI initiatives to inform Institutional QA Policy that could include: implementation at the self-study stage that reviews knowledge, skills, and abilities; add equity questions to standard surveys completed by stakeholders internal/external to program; add a section for review of equity and inclusion initiatives to self-study templates and final report templates; implement equity and inclusion criteria for external reviewers of submitted self-study as part of program review.		

This table illustrates the comprehensive means for addressing the PoP across the majority of Postsecondary MV. The proposed solution has many moving parts, however as many of the components are already actionized, the OIP writer's idea of injecting equity will be manageable for affecting change to the monoculture. The second proposed solution focusses more concretely on senior leadership.

Solution Proposal 2: Sensitizing Senior Leadership

As mentioned within Proposed Solution 1, working towards antiracism can facilitate allyship, sense of belonging for othered stakeholders, and demonstrates overall inclusion for all members of Postsecondary MV. The most visible stakeholders within the institution are senior leaders. However, senior leaders are in jeopardy of losing their buy-in with internal community when political changes are proposed. Further, senior leaders have a tremendous workload with competing priorities that need to be considered as a measure of their own popularity within Postsecondary MV. As an example, ensuring the institution is fiscally stable may not be the same priority as a senior leader looking to hire more employees to meet the demands for increased student wellness and student success. To the broad HEI community, both of these priorities may seem equally important and necessary, and second to a change about racial equity that is not even recognized as a problem. Table 3.2 illustrates the proposed change to sensitize senior leadership to affect change towards the PoP.

Table 3.2

Proposed Solution #2

Necessary Change	Resources Needed	Proposed Implementation
Capitalize on Opportunities to Sensitize Senior Leaders	**Time:** Cyclical dependent on reaccreditation (as CI work) and	Organize and deliver professional development sessions (e.g., mentorship program, lunch and

	Program Review schedule. **Human:** President, Vice-Presidents, potentially Deans at a later stage, CI Lead **Fiscal:** N/A **Information:** Determine the level of awareness for assumed unbiased practice of senior leaders, and their knowledge for anti-discriminatory and inclusive methods in the institutional context. **Technological:** Potential modes to deliver unbiased workplace practices training, although kept to a minimum to facilitate stronger in-person relationships and communication as part of authentic leadership and Humble Inquiry (Schein, 2013).	learn, etc.) and strategies for senior leaders and then employee colleagues. Topics to be covered could include Rules of Deference/Rules of Demeanour that speak to inhibitors in communication that occur based on status, rank and role between leader and employees (Schein, 2013). Recommendations for capacity building could also include dialogue processes such as consensus conference or panel/citizen's panel whose membership is internal stakeholders reporting to senior leaders, Delphi techniques of a series of questionnaires conducted by coalitions, executing an ethical matrix (Bammer, 2016).
Key OIP Components: 1) Program accreditation visits (varies from every year to every six years). 2) Reaccreditation visits (varies from every two years to every six years). 3) Annual professional development activities for senior leadership meetings.		

As Table 3.2 illustrates, this solution focusses on the senior leaders of Postsecondary MV. This solution is inherently top-down which contradicts the authentic and adaptive leadership chosen by the OIP writer. Further, this solution is time intensive given the competing schedules of senior leaders. The change agent would likely need to create interest for the change individually with each senior leader, and then assemble them for initial capacity building, before transitioning to professional development. These steps reflect the change model of TPC, yet only within the realm of a handful of

Postsecondary MV stakeholders. The faculty, middle managers, and students may wait several years to see any injection of equity into the institution. The final proposed solution also focuses on single stakeholder groups.

Solution Proposal 3: Incorporate New Industry

Proposed Solution #3 focusses on increased engagement of industry partners that centralize EDI. Many programs at Postsecondary MV have advisory roles assigned to industry partners that facilitate work placements, equipment purchase, and curriculum content as field experts. This external stakeholder group is highly valued at Postsecondary MV. Thus, Table 3.3 illustrates how this solution could take place.

Table 3.3

Proposed Solution #3

Necessary Change	Resources Needed	Proposed Implementation
New Industry	**Time:** Start of academic year invite new industry partners (e.g., new Technology companies relocating to global city that actively work towards diversity staffing and training workshops knowing the value diverse workforce brings to an organization). **Human:** Invite 2-3 individuals from new industry per program. **Fiscal:** Minimal-small tokens of appreciation from the organization when partners attend meetings (e.g., mug, reusable bag, pens). **Information:** Relay to industry what partners can bring to the program, program goals, institutional goals, and opportunity to connect to an industry-focussed post-secondary.	As critical stakeholders to Postsecondary MV, increasing focus on equity-minded industry could inject equity into the HEI would entail simple participation within each program.

	Technological: N/A	
Key OIP Components: 1) Addition of industry partners at the time of Program Review and accreditation visits.		

With the advent of new types of industry sectors (e.g., Microsoft, Amazon, technology companies, etc.) relocating to the major world city where Postsecondary MV is located, this is the simplest solution to implement. The change agent would make recommendations for new industry to be involved to Program Chairs, Associate Deans, or even Deans and it would likely be assigned to another unit in Postsecondary MV (e.g., marketing). The limitations of this solution are the single stakeholder focus and quick implementation that may result in only superficial address of equity within Postsecondary MV. Each of the three proposed solutions needs further investigation for appropriate methods, implementation and review of effectiveness. As such, the OIP writer will now compare the proposed solutions in greater detail.

Comparison of the Proposed Solutions

Each of the three proposed solutions have benefits and limitations. Each solution proposes methods to bring to the fore increased awareness for biases of equity seeking groups, with a particularly exemplary focus on those who are racialized. Too, each proposal is intended to be complimentary of the others, minimizing fiscal need or the introduction of a new competing institutional mechanism. Rather, the intention is to adapt existing policies and practices in place. Within the umbrella of organizational culture, applying CRT means that with any of the proposed solutions one must consider hidden assumptions, beliefs and values (Schein & Schein, 2017) that drive behaviours in the HEI. Also, there are hidden organizational structures that uphold justification for biased treatment of certain populations.

The first solution, the implementation of equity work into the Program Review policy and CI process, is the most challenging and complex. However, this solution has the most potential for effective return to investment. With the application of CRT via formed relationships from adaptive and authentic leadership practices, the OIP writer proposes that CRT challenges colleagues to reconsider the construct of race (Stovall, 2006). As all programs in the HEI undergo Program Review on a regular cycle, there is opportunity to embed equity work such as antiracist methods over time for each program. Further, there may be an eventual comprehensive view of the curriculum content, level of equity reflection and cognitive engagement by faculty, as well as positive effects for Black students. Essentially, this proposal works toward critical race praxis (Stovall, 2006) whereby theory and action combine. At Postsecondary MV, praxis will be in operationalized practices by a wide array of stakeholders to include racial equity across programs and key QA processes. At present, the Program Review office and allies are quite traditional and homogenous in constellation. There is very limited opportunity to influence change if an outsider, even if working within the HEI. Therefore, there is greater risk for the change agent to offend socially powerful people who intend to keep the existing monoculture.

However, by integrating critical reflection into the Program Review processes itemized in Table 3.1, colleagues work towards decoding and encoding (i.e., unfreezing and refreezing) normalized assumptions and perceptions (Hall, 1980) to more unbiased values over time. Furthermore, by embedding equity reflection questions into standard institutional mechanisms and practice, the change agent interrupts the production and construction of messages with inherent meaning. Meanings include “technical skills,

professional ideologies, institutional knowledge, definitions and assumptions, assumptions of the audience" (Hall, 1980, p. 129). Thus, over time the culture becomes more inclusive and less biased, creating a more diverse HEI community and context.

The second proposed solution, sensitizing senior leadership, appears simplistic yet has significant risk to change success. However, with the surge of internal and external grassroots pressure for increased unconscious bias awareness and supports for equity seeking groups from the student population, the senior leadership can no longer disregard requests for them to take-up this work. Too many of the competing HEIs locally are engaged in equity work from the top-down in hierarchical language. Thus, Postsecondary MV will need to at least give the appearance of being interested in racial equity.

However, the question remains whether senior leaders engaging in social justice work such as race biases appear antagonistic to an overwhelmingly White, male, heterosexual employee population, many of whom have been working for the HEI longer than the senior leaders. Also, an obvious risk is the power imbalance whereby CI Lead and supporters place themselves in a precarious position asking the senior leadership to challenge their biases. This solution could be quite advantageous to shifting the perceived culture of the HEI as it models the level of reflection employees need to engage in. Also, it demonstrates to employees that nothing punitive will take place if they have biases, and that through methods such as dialogue or embedded CI practice, these biases can be dismantled. Further, "the school leader therefore has power to make changes in structures, processes, and artifacts that impact positively on how the students think about themselves and their future" (Lumby & Foskett, 2011, p. 456). Despite the

positive elements to this solution, it does not have the breadth across Postsecondary MV needed to actionize real change that immediately improves inclusivity for the Black Diaspora. Nor is it a change deeply embedded via policy within the institutional structure as new leaders can re-establish old ideologies orientated to Whiteness.

The final proposed solution of bringing onboard different industry partners is the most straightforward and easily managed one. It is a natural process that industry be involved with all programs across the institution. Thus, seeking new avenues for innovation for programs, sponsorship for work placements or for potential new faculty is neither obtrusive nor antagonistic. If strategic selection of the new industry members is executed, then those engaged in diversity work could readily be added to the HEI. A potential limitation of the solution is that equity work may be seen as only the industry's role, and is not something to be addressed by internal stakeholders.

With consideration of the above proposed solutions, the OIP writer selects Proposed Solution #1 (herein identified as PR/CI Policy change) due to the comprehensive reach across Postsecondary MV, as well as pursuing industry in a reduced manner than articulated in Proposed Solution #3. The inclusion of external stakeholders is motivation for Postsecondary MV to change as Postsecondary MV values industry partners as highlighted in the institution' mission statement. Also, PR/CI Policy change is within the most influence of the CI Lead as change agent, and achieves the greatest institutionalized change for increased equity. Regardless of the solution implemented, there is an ethical component to be considered. In the final section of this Chapter, the OIP author will address issues of leadership ethics and organizational change.

Leadership Ethics and Organizational Change Issues

Ethics is "the study of standards for determining what behaviour is good and bad or right and wrong" (Aronson, 2001, p. 248) and provides groundings for morality threshold (Northouse, 2016). Although the standards for which ethics are measured depend on several factors including social discourse, Aronson (2001) states that morality remains fundamental and facilitates consideration of how other people are affected by decisions and change. Leadership ethics is the ethics of leaders' decision-making and actions (Northouse, 2016) as imperative to an organization's address of the calls for social justice as part of social ecology and inclusivity of diverse student populations and employees. In particular, when faced with change, leaders of an educational organization need to consider potential negative effects to stakeholders of that change (Northouse, 2016). As the leader, the change agent's ethical behaviour needs to be demonstrated alongside ethical leadership to foster ethics within the organization (Aronson, 2001).

Originating in the corporate world, calls for increased ethics of leaders, namely CEOs, arose to stem the ever-rapid demands for increased gains in the free market system (Aronson, 2001; Birnbaum, 1988; Hegarty & Moccia, 2018). Demonstration of morals was an indication of ethics, and modelled that the company valued more than net profits, which was a challenge within a top-down hierarchical model of leadership. World headlines indicate that ethical leadership has been executed poorly in the corporate world (Hegarty & Moccia, 2018) with significant detrimental impact to natural resources and excessive waste production, traditional communities, Indigenous populations, and everlasting socio-economic effects of practices such as colonialism and slavery (Hegarty & Moccia, 2018).

With such historical effects of narrow leadership perspectives that disregarded ethical responsibilities, it is unsurprising that ethical leadership is defined as effective leadership that speaks not only to the effectiveness of an organization to influence employees, but also ethics (Aronson, 2001). The authentic and adaptive conceptual leadership framework presented in the OIP works toward ethical practice, while also achieving sustainability for the change as new ideas towards racial equity takes place in the proposed solution for change. Within the writer's OIP context, sustainability will be reflected in ongoing improvements to a monoculture by a wide Postsecondary MV stakeholder population via the characteristics of authentic leadership. Ensuring sustainability is achieved ethical responsibilities must also be considered.

Ethical Responsibilities

Ethical responsibilities incorporate sustainable leadership practices, and adaptation is needed as response to a rapidly changing world that has increased demands for ethical practice in HEIs. Sustainability as part of leadership includes values, attitudes, behaviours within cooperative relationships that look to ecology, individuals and human capacity (Allen, Stelzner & Wielkiewicz, 1998; Bowen, Bessette, & Chan, 2006). These components compliment authentic and adaptive leadership traits the change agent deems critical to the PoP. To date, Postsecondary MV leadership is still working towards better responsiveness to changes faced by many HEIs, namely: global perspective, environmental impacts, rate of information production via modes of technology that need to be transferred to actual knowledge and wisdom, wisdom and ethics needed to have a critical eye to scientific discovery, and increasing the capacity to adapt to changes in social ecology (Allen et. al., 1998).

Further, ethical responsibilities also fall into two main domains related to leaders' conduct or their character (Northouse, 2016) and then into perspectives of ethics, either deontological, moral obligation, or teleological, whereby outcomes of conduct indicate what is morally just (Aronson, 2001). The conduct outcomes are important in the context of the OIP and PoP as to date the monoculture has not been viewed as harmful for the Black Diaspora. Further, decisions made and aggressive conduct by some towards other stakeholders remains invisible and normalized. As it relates to the OIP and PoP, teleological theory of ethics and two of the three categories have application, namely, act utilitarianism and rule utilitarianism. Act utilitarianism is centered on the valuation of behaviours determined by the ultimate good that occurs for the most number of people (Aronson, 2001; Northouse, 2016). Further, "[r]ules may serve as a guide but do not strictly form part of the ethical decision" (Aronson, 2001, p. 249). Rule utilitarianism is more rules centered, whereby the individual is influenced by rules to guide action that ultimately provides greatest good to greatest number of people (Rallapalli et. al. as cited in Aronson, 2001).

With consideration of the adaptive challenges in society and ethical theories based on the two categories of teleological ethics, adaptive and authentic leaders will tarry the line of rules and action to facilitate the greatest good for a large number of people within Postsecondary MV. Hence, the relationship building within proposals for coalitions and industry partnerships reflects authentic leadership approaches. While, setting structure within QA and CI policies and procedures, as well as via rhetorical check and balances of senior leadership sessions and self-study review in Program Review more reflective of

adaptive leadership. Alongside leadership approaches and ethical theories are ethical commitments needed by majority stakeholder to drive race-based equity through the HEI.

Ethical Commitments of Stakeholders

There must be a shift in the accepted values, behaviours, and attitudes that have constituted (un)ethical practice of leaders and employee stakeholders in the past. Stakeholders, particularly those with positional authority, need to overtly model zero tolerance for anti-Black racism or biases. Postsecondary MV and its leaders can affect institutional change by setting the standard for actions whereby positive valuation of all races occurs. Measure of educational leaders' knowledge of racial equity practice via Program Review and CI processes models to students and employees authentic and concerted valuation of ethics knowledge and practice (Bowen, Bessette, & Chan, 2006).

New learning would also be reflected in senior leaders' support for the integration of racial equity work into already established institutional mechanisms such as CI and Program Review. These initiatives, led by the change agent, open communication with members of the organization, and strive for a common purpose that will have positive, beneficial impacts (Mihelič, Lipičnik, & Tekavčič, 2010; Nyukorong, 2014) across Postsecondary MV. Further, it would encourage all stakeholders to be better allies and speak up when problematic, discriminatory behaviours occur. The totality of approach ensures a supportive environment despite anxiety with new learning, whereby employees confront differing perspective as it pertains to race, leading to action for personal and organizational growth.

Closing Remarks

This second chapter delved into leadership approaches for the social justice change stated in the PoP. A framework for leading the change process was provided,

namely CRT, adaptive and authentic leadership, and TPC through QA mechanisms at Postsecondary MV. A critical organizational analysis provided details of the gaps within the organization, as well as paths forward. A detailed SWOT analysis itemized key considerations for advancing the intended change. Three proposed solutions were discussed before a rationale was provided for the selected solution of PR/CI Policy change. Ethical considerations were discussed as they relate to leadership. As outlined, ethics, leadership and change is considerably complex when looking at optimal paths to facilitate sustainable racial equity change for improved inclusion of Black stakeholders. In the next chapter the writer will further discuss implementation, evaluation and communication of the selected solution for change.

Chapter 3: Implementation, Evaluation and Communication

This chapter will discuss the change implementation plan, evaluation, communication, and future considerations for PR/CI Policy change proposed in Chapter 2. As the OIP writer's focus is to improve the academic experiences of Black students and employees, mindfulness of the sensitive and political nature of this change informed the plan to implement change. Thus, the development of a unique framework for the change implementation whereby Lewin's TPC (unfreezing, changing, refreezing) serves as change model, Armenakis and Harris' (2002) five dimensions of change guides the communication plan, and current data of the Black experience on campus serves as context for change. The PR/CI Policy change that includes adding new external industry stakeholders is led with authentic and adaptive leadership methods, and guided by goals and objectives. Several internal stakeholders with varying degrees of QA responsibility and influence within the organization will engage in the change. The writer will also outline resources, potential limitations, and future considerations of the change plan.

Change Implementation Plan

The change implementation plan follows the iterative Plan-Do-Check-Act cycle (PDCA), an evolution of W. Edwards Deming's Plan-Do-Study-Act cycle founded on Walter A. Shewhart's cycle (Moen & Norman, 2010). The OIP writer chose PDCA due to the evaluative check for errors in the cycle (Moen & Norman, 2010) that compliments TPC and the iterative nature of QA processes. Also, PDCA takes account of the multiple phases to PR/CI Policy change that are shorter or longer in timeframe. The Plan portion of the cycle was presented in earlier chapters with the contextualization of the problem in Postsecondary MV and hypothesized solutions. The Plan stage occurs within unfreezing

of TPC as driving forces for change are identified alongside solutions to disrupt restraining factors (Lewin, 1947; Schein, 1996) that result in stakeholders avoiding change. This Chapter unpacks the Do stage as the components of the plan, including goals and objectives (i.e., intended outcomes), roles needed for the plan to be executed, and the communication of the plan. An important note for the reader, after extensive consideration, the OIP writer has intentionally written broad goals and relatively broad objectives to facilitate whole-institutional engagement and responsibility for improved racial equity, thereby enacting some tenets of adaptive leadership (Heifetz & Laurie, 1997). Wide distribution of equity work also facilitates momentum for sustained change at Postsecondary MV necessary as the institution transitions from unfreezing to changing within TPC. The distribution of equity work does not negate the central role towards change implementation by the CI Lead. The CI Lead holds significant influence on the direction of QA work at the program level, as well as overall QA collaboration across programs. Thus, as an authentic leader, the OIP author moves change forward with passion and expertise while being transparent (George, 2003) of the race equity additions to QA processes. The change agent also utilizes HI to engage stakeholders across hierarchical lines to manage the change workload, best framed by objectives and goals.

Goals

Derived from the SWOT analysis depicted in Figure 4 in the previous chapter, the three central high-level goals for PR/CI Policy change are:

1) Distribute equity work to increase internal stakeholders' engagement in racial equity.
2) Inject equity reflexivity into QA mechanisms.

3) Develop avenues for the inclusion of external industry stakeholders that are equity-driven.

The goals provide critical focus to change implementation to increase awareness of conscious and unconscious racial bias that facilitates the TPC unfreezing stage. Further, the goals reflect the macro, long-term nature to goal one, and medium-term of goals two and three. In other words, at a macro-level, the first goal establishes a large-scale network to support initiatives that challenge racial bias and eventually return the work to Postsecondary MV stakeholders (Heifetz & Laurie, 1997; Heifetz & Linksy, 2002 . The changing stage of TPC occurs as QA practices are reviewed and revised with increased steps for reflexivity and practice for improved racial equity. At this stage, external industry also support the change leading to sustained change. Refreezing occurs as Policy and procedures are agreed to and embedded as routine at Postsecondary MV.

As a reminder, Program Review occurs routinely, typically from five to seven years dependent on credential type (Institutional Program Policy, 2017). The four key steps to Program Review are a program self-study, external review, action plan, and then follow-up (Institutional Program Policy, 2017). This content is submitted to senior leaders as a Program Review report (PRR). Annual cyclical CI work is submitted to Deans and senior Postsecondary MV leaders as a report (herein denoted as CIR) and includes accreditation processes. The accreditation report (herein denoted as AR) is sent to governing bodies at the time of (re)accreditation visits. The change agent is pivotal in the completion of CIR and AR, while also contributing as expert to PRR. Often CI work and accreditation examines the educational framework inclusive of the program's mission statement, goals, learning objectives, as well as teaching and assessment practices in

relation to stipulated criteria for accreditation. As an example of an accreditation cycle, one accrediting process is every six years or less if problems were identified in the previous visit. To establish synchronicity between goals and the action of processes and reports, objectives for the PR/CI Policy change are needed.

Objectives

Goals and objectives are complimentary yet unique in purpose. Ultimately, narrower objectives facilitate goal obtainment and a future state whereby QA mechanisms facilitate racial equity at Postsecondary MV. When considering monitoring and evaluation frameworks, to be discussed in detail further in this Chapter, goals lend to more evaluative processes while objectives serve as indicators and performance metrics collected during monitoring (Markiewicz & Patrick, 2016). Further, succinct objectives facilitate execution of stakeholder tasks, which leads to clear program performance and collection of curriculum data (Massy & Harrison, 2014). Table 4 presents the three broad goals aligned with the objectives of the change implementation plan. Column one in Table 4 outlines the objectives while the goals are presented in row one of Table 4. Moreover, the objectives help to identify appropriate stakeholders to engage during change implementation. For example, goal number two, adding equity to QA work, is advanced by an objective that stipulates who the CI Lead asks to build equity resources used by all faculty. Goal three of embracing more equity-minded industry can be executed by Associate Deans as the CI Lead will bring this suggestion to collaborative curriculum meetings. At these meetings industry partnerships are discussed in relation to CI and accreditation work as students need to engage in work placements to complete their degrees.

Importantly, the goals and objectives represent the CI Lead as authentic and adaptive leader as they reflect her passion for equity work and interest towards growing capacity for this work in others. The objectives and goals also show her values and compassion for those racially marginalized at Postsecondary MV. The goals and objectives also align with diversity and equality articulated in Postsecondary MV's mission statement and values. By leveraging QA work, the OIP writer is also leveraging existing professional relationships and connectedness between programs and senior leaders that have oversight for academic work at Postsecondary MV. Implementing consistency of the equity work through all facets of QA mechanisms is reflective of the OIP writer acting with the five dimensions of authentic leadership as depicted in Chapter 2. Lastly, through the gentle means of asking to inject racial equity into QA mechanisms in manageable ways, the CI Lead uses Humble Inquiry (HI) as an adaptive leader when bringing along senior leaders and colleagues.

Table 4

Alignment of Goals and Potential Objectives

Goals / Objectives	1) Distribute equity work to increase internal stakeholders' engagement in racial equity.	2) Inject equity reflexivity into QA mechanisms.	3) Develop avenues for more external industry stakeholders that are equity-driven.
Minimize additional funding for faculty release time towards equity work by incorporating equity work into faculty CI coordinator roles.	*		*
Translators and Coalitions develop a resource bank of student learning assessment tools to be used in courses.	*	*	
Deans request of senior leadership equity speakers each year as part of professional development.	*		*
Program Review and CI process leaders work towards reflective questions for faculty within PRR and affiliated surveys.	*	*	
Program faculty respond to Program Review survey questions about the extent they consider equity content in their course.	*		
Program faculty attend an equity focused professional development session.	*		*
Programs relay in the PRR quantity of equity content in programmatic courses and industry involvement.	*		

The objectives in Table 4 range from being quickly achieved in the short-term to objectives that are achieved in the long-term. Short and longer term objectives are suitable for change in racial equity practice at Postsecondary MV as the objectives foster equilibrium of maintaining interest while reaching sustained change in the final refreezing stage of TPC. A tokenistic objective, such as hosting a special event or establishing a working group, does not adequately move towards dismantling systemic racism as it is not sustained change. Also, these objectives ensure stakeholders know their responsibilities (i.e., obligation for task completion) toward the change (Massy & Harrison, 2014) and works to develop others as per adaptive leadership. Further, the objectives are intended to support psychological safety necessary for change targets to move from unfreezing to changing as they are attached to existing, familiar work for stakeholders within QA processes. The objectives are also written in a way to grow engagement amongst stakeholders, while building momentum. The objectives will be communicated by the CI Lead to stakeholders from the outset of the implementation plan to ensure transparency of the change. Moreover, communicating the objectives alleviates concerns that an intended shift to organizational culture is synonymous with removing the existing culture entirely, thus limiting resistance from those in the monoculture as they may feel they are losing control and power.

Further, narrower objectives when compared to goals indicate how the change implementation is progressing (i.e., TPC stage of changing) at the faculty and program level before institution wide PR/CI Policy change. The objectives also serve as early warning for stakeholders when problems arise with the change implementation plan. For example, if a teaching faculty member has prolonged resistance to co-developing and

utilizing assessment tasks that measure student equity knowledge, the change agent can work towards building capacity by sharing statistics such as those in Chapter 1, engaging in dialogue, or growing collegial supports through HI with other equity engaged faculty (i.e., authentic leadership). In the next Chapter section, the OIP writer expands on the timeline for objectives by grouping them as short or longer term. As mentioned, all objectives are with the directive of the CI Lead and build upon already established duties of the CI Lead at Postsecondary MV. Alongside the objectives, the OIP writer has identified the frequency the objective is executed, as well as the method for completion. Frequency and method inform the communication plan presented further in the Chapter, but also indicates the manageability of multiple objectives while achieving breadth of involvement towards shifting the monoculture at Postsecondary MV.

Timeframe: Short Term and Long Term Objectives

The objectives to achieve PR/CI Policy change that can be achieved in the short term are:

- Program faculty respond to Program Review survey questions about the extent they consider equity as content in their course.
  - Frequency: At the time of Program Review (e.g., every 5 years).
  - Method: Online survey tool and Likert scale for responses (Torppa & Smith, 2011).
- Program faculty attend an equity focussed professional development session.
  - Frequency: As selected by faculty, minimum once in two years.
  - Method: Self-selected session with notification to program Associate Dean or Dean.

- Minimize additional funding for faculty release time towards equity work by incorporating equity work into faculty CI coordinator roles.
  - Frequency: Ongoing allotment to CI coordinator roles.
  - Method: CI Lead proposes to Deans and Associate Deans at time of CI guideline review; then written into guideline as formal practice.
- Programs relay in the PRR quantity of equity content in programmatic courses and industry involvement.
  - Frequency: At time of Program Review (e.g., every 5 years).
  - Method: Written content in the PRR submitted by program personnel informed by a program's curriculum map and Program Advisory Committee minutes.

These objectives are quickly executed by personnel delivering the plan under the directive of the CI Lead's adaptive and authentic leadership. Within the dimensions of authentic leadership, the CI Lead enacts connectedness between colleagues to work towards increased equity through such tasks as assessment building and professional development. Values of the CI Lead further echo the values of Postsecondary MV to increase diversity and equity, while also providing avenue for colleagues to share their valuation for racial equity. Further, the objectives work towards meeting the needs of colleagues desperate for increased awareness and widespread institutional action towards racial equity and inclusion. As such, the objectives encourage supportive dialogue (i.e., HI method) where change targets express experiences, ideas and concerns while listened to by the change agent who looks to grow collaboration for the change (i.e., authentic and adaptive leadership tenets). Table 5 presents which personnel follow through for each objective.

Short-term objectives contribute to the Check stage of the PDCA cycle, as well as build momentum for the PR/CI Policy change across programs as they are quickly achievable and celebrated to keep the change front of mind.

The objectives to achieve PR/CI Policy change in the longer term are:

- Deans request of senior leadership equity speakers each year as part of professional development.
  - Frequency: One time annually.
  - Method: At Deans council with senior leaders, Deans advocate for equity options for faculty, ensuring at least one per year as faculty have two years to select an equity focussed session.
- Translators and Coalitions develop a resource bank of student learning assessment tools to be used in courses.
  - Frequency: Ongoing each academic year.
  - Method: Via existing CI committee meetings, CI Lead coaches CI coordinators on how to develop such tools. Coordinators meet one on-one with faculty colleagues to support this work, as per already established duties.
- Program Review and CI process leaders work towards reflective questions for faculty within PRR and affiliated surveys.
  - Frequency: Minimum of once in the fall term and once in the winter term for strategy sessions, with initial coaching at the start of the academic year.
  - Method: CI Lead has face-to face communication (Klein, 1996) inclusive of initial coaching and two management strategy sessions, (Armenakis & Harris, 2002) to leverage curriculum (Kezar, 2014).

As outlined, the longer objectives will take time to achieve as much capacity building and empowerment must occur. The CI Lead engages in each of the meetings, committees, and professional conversations embedded within the longer-term objectives as part of existing duties. Adding the racial equity focus to these duties leverages established practice of QA work at Postsecondary MV. There are no additional costs associated with these initiatives, as personnel have allotted time to work on QA and CI processes. Further, no additional hires are needed, although special equity and diversity speakers or consultants may be brought in for large institutional talks, thereby providing knowledge and information. Postsecondary MV typically allocates funds for such events and no further funding is needed. There is need for the work to be distributed, and the duties and responsibilities are presented in Table 5. Management roles, which differ to leaders, granted space for broad long term goals and influence (Rottmann, 2007), fall into the category of Managers. Other stakeholders are classified as Problem Solvers as they are positioned as mid-management faced with problems from various contexts within the HEI. Advocates are managers or leaders that resist oppression in its many forms (Rottmann, 2007). Stakeholder groups are defined and mapped to formal roles in Table 6, presented further in this section.

Table 5

Stakeholder Groups' Objective Responsibilities

Stakeholder Group / Objectives	Managers	Problem Solvers	Advocates

Minimize additional funding for faculty release time towards equity work by incorporating equity work into faculty CI coordinator roles.		Associate Deans	
Translators and Coalitions develop a resource bank of student learning assessment tools to be used in courses.		Faculty CI Lead	
Deans request of senior leadership equity speakers each year as part of professional development.	President VP Academic	Deans	faculty
Program Review and CI process leaders work towards reflective questions for faculty within PRR and affiliated surveys.	VP Academic	Deans Associate Deans Program Chairs CI Lead	
Program faculty respond to Program Review survey questions about the extent they consider equity as content in their course and industry involvement.		faculty	faculty
Program faculty attend an equity focused professional development session.		Associate Deans faculty	Deans Senior Leadership
Programs relay in the PRR quantity of equity content in programmatic courses.		faculty	

As Table 5 illustrates, equity initiatives are distributed broadly across the HEI rather than siloed in single programs. Although at first glance the Problem Solvers appear to carry most of the workload, they already engage in the majority of the QA work identified. What differs in this change plan is equity content. As further example, rather than equity professional development sessions being optional, Associate Deans state their expectations that faculty attend one equity-based professional development session within a two-year period. This initiative is further supported by the Managers stakeholder group as the President and Vice-President Academic must support equity speakers and events,

as part of the unfreezing stage of TPC with already allocated funds for Postsecondary MV community events. The Managers are critical to the success of the chosen solution to affect change as they support safe psychological unfreezing. Changing occurs as adapted QA policy and procedures are formed and stakeholders take up the work as normalized behaviours. Further, as stakeholders' equity capacity building takes place, and support from industry worked towards, additional success towards the changing phase of TPC occurs. Freezing occurs when equity minded initiatives are normalized as established practice within QA work executed by stakeholders. Given the number of stakeholders at Postsecondary MV, the OIP author has created groups whose role and purpose are outlined more in the next section.

Engaging and Empowering Stakeholders

Typically people do not respond well to change (Thundiyil, Chiaburu, Oh, Banks, & Peng, 2015). This sentiment holds true for those working in higher education, inclusive of Postsecondary MV, which has traditionally reflected slow change yet high demand for innovation and rapid societal change (Kotter, 2014). Added complexity of change for educational institutions exists as a plethora of external stakeholders claim insight for educational solutions as the majority of population has engaged in formalized education (Dudar, Scott, & Scott, 2017). Proposing change that relates to culture within an established monoculture, as well as change related to race could result in revolt of colleagues and resistance to the adaptive change proposed. Taking time to conduct a stakeholder analysis will help identify and address naysayers that prevent success of the change implementation while supporters are identified (Massy & Harrison, 2014; Pollack & Pollack, 2015). Further, by categorizing stakeholders, the CI Lead formulates a

communication plan to build awareness for the intended change while empowering key roles (e.g., faculty via faculty CI coordinators and Program Chairs).

In Table 6, the OIP writer identifies the Manager category as comprised of Deans, Associate Deans and program staffing that complete regular Program Review and CI procedures. The Problem Solvers are managers in the QA office, Program Chairs who lead Program Review and CI work for faculty, QA coordinators, faculty driving CI processes, general faculty, and staff. The Advocates are likely an eclectic group consisting of faculty and managers who support increased racial equity due to their frontline work with students. The author thinks it unlikely, but not impossible, for Deans and Associate Deans to serve as Advocates due to the precariousness of their position within Postsecondary MV and demanding workloads. Lastly, the senior administration falls between Managers and Problem Solvers dependent on the individual. Some senior administrators only execute mandates stipulated by governance boards, senates and government. Some senior leaders boldly challenge normalized systemic procedures that contribute to inequity, thereby classifying as Managers and Advocates. The CI Lead as change agent traverses each category group to facilitate ongoing success of the change and to build momentum as the change moves through changing to refreezing.

By carefully identifying and categorizing stakeholders, it is the OIP writer's intention to minimize change cynicism, which is defined as a negative attitude and pessimism by employees towards the success of intended change (Thundiyil, et. al., 2015). Like many elements within an HEI, even change cynicism is complex. Change cynicism presents as organizational trust, a psychological state denoting the ability and intention to believe or resist the change (Thundiyil et. al., 2015) and a state of pertinent

awareness of the first stage of TPC (Lewin, 1947). Also, change cynicism can be organizational cynicism, a negative attitude towards the employer due to diminished integrity, and negative comments and behaviours towards the organization as a result (Thundiyil et. al., 2015). Simply stated, cynicism is a momentum killer that halts the Do stage of PDCA and results in the change not progressing to the second stage of TPC. Despite potential for cynicism and other detractors to the success of the change, one must have "strategic focus and a burning desire to succeed" (Schein, 2013, p. 117) as an authentic leader. Further, adaptive leaders will engage in "[a]uthoritative action…[to] provoke debate, rethinking, and other processes of social learning" (Heifetz, 1994, p. 87) that works towards resolving concerns while striving for obtainment of the goals and objectives of the change by stakeholders.

As illustrated in Table 6, there are three stakeholder groups. Different stakeholders sharing the responsibility for increased racial equity at Postsecondary MV fosters a system for distributed accountability and participation in equity regardless of the academic program or Faculty equivalent. As an example, faculty coordinators for each program function as local change agents (Armenakis & Harris, 2002). These change agents differ to the senior administration that operates as global change agents. Both types of agents mobilize change across Postsecondary MV.

Table 6

Stakeholder Categorization and Affiliated HEI role

Stakeholder Group / HEI Role	Managers	Problem Solvers	Advocates
Deans	*		
Associate Deans	*		
Managers		*	*

Program Chairs		*	
QA Faculty/Coordinators/Leads		*	
Faculty		*	*
Staff		*	
Senior Leadership	*		*

As Table 6 shows, different institutional roles may exist in different stakeholder groups. Stakeholder groups reflect responsibility for achieving the outlined three goals. Advocates, who are senior leadership, faculty and some managers, work collaboratively toward goal one: Distribute equity work to increase internal stakeholders' engagement in racial equity. Additionally, Table 5 indicates which stakeholder groups are responsible for each objective. Again, overlap of duties naturally exists due to the collaborative nature of QA processes in Postsecondary MV as different institutional units support iterative QA tasks (e.g., QA Office notifies programs up for review and collects PRRs).

These stakeholders are demonstrated allies for work that improves the student experience at Postsecondary MV, and have some expertise in QA work within programs. Faculty and Associate Deans have expertise within a program and serve as local change agents. Deans have expertise of QA across programs, within Faculty equivalents and alongside the expectations of senior leaders and are global change agents. The CI Lead develops procedures and guidelines that stipulate each of these stakeholders' roles within QA work, which is a crucial leverage point. Thus, the CI Lead serves as universal change agent and will implement equity content to CI and accreditation processes that will be further considered for Program Review with the support of Deans who have regular council with senior leaders.

The CI Lead as universal change agent has short term tasks including generating a list of programs due for Review or currently engaged in CI work such as an accreditation

visit. In the mid term, the CI Lead would notify key faculty of programs to co-execute equity initiatives. In the longer term, the CI Lead works towards receiving senior leadership approval and agreement to add equity content to Program Review. This approval will be achieved after engaging in HI of Deans, Associate Deans and Program Chairs to value equity measures in the Program Review, CI Processes, and accreditation work. This layered approach means a constant, widespread method to increased race-based equity at Postsecondary MV towards full actualization of PR/CI Policy change. The approach also ensures some of Postsecondary MV's value statements are worked towards, including championing EDI, collaboration, measured excellence, and with mindfulness of future generations. The work towards values, goals and objectives also hinges on momentum, discussed in the next section.

Building Momentum

The concept and importance of momentum to achieve change has been aforementioned throughout the implementation plan. Herein, the OIP writer details how momentum is built and sustained. For example, it is common practice for faculty to share assessments of student learning as this is how accreditation criteria data is collected and reviewed by the CI Lead in the CIR. Change momentum is thus facilitated by the already established sharing of materials as sharing assists in reducing workloads and increasing ideation. The CI Lead will have faculty members (e.g., faculty CI coordinators) flag resources as equity-geared prior to uploading to an already shared repository of materials (i.e., SharePoint site). Also, maintaining consistency within faculty roles reviewing assessments and equity content reflects authentic leadership of the CI Lead.

Moreover, the CI Lead, faculty CI coordinators or QA office employees may attend industry and program meetings, particularly at times of Program Review or (re)accreditation. Industry partners advise on short term items related to the program, such as potential student work placements, equipment needs, or even identifying potential new industry partners. Herein is the opportune time to seek out new industry stakeholders explicitly engaged in equity work and thereby sustain momentum as programmatic staffing want to impress industry partners.

Additionally, faculty who provide learning outcome wording for courses, teaching material, and other items that programs can use as equity content that is then included in the PRR helps grow and sustain momentum. Resources might include key ethical questions to ask students dependent on their field of study, or a series of questions for faculty inquiring the extent to which they value increased equity and diversity initiatives in the program. The use of digital survey templates minimizes added effort for the PR/CI Policy change, but also facilitates anonymous polling to ascertain valid perspectives on race and racism in the institution. Online, anonymous surveys minimize politically correct responses that occur in verbal, identifiable conversations where social repercussions can arise (Diggles, 2014). A survey also functions as a tool to measure how well those impacted by change will receive the change, while fostering sustainable change (Armenakis & Harris, 2009). Thus, momentum for the change is not lost due to the change agent's adaptive and authentic leadership abilities to create connections, express passion for the change, be mindful of results, and think of the long-term change. However, barriers to implementation still exist, which the OIP writer expands on herein.

Barriers to Implementation

This section outlines barriers in relation to complexity of the desired change, workload, timelines, and stakeholders' perceptions. The most significant barrier is the breadth of the change. With many objectives, roles and complimentary QA mechanisms, the change agent will need to implement the plan as articulated. The CI Lead must leverage her collaborative advantage, built from the professional duties she has, to create aligned CI processes for multiple programs. Thus, the CI Lead will maintain her authentic and adaptive leadership advantage by empowering faculty, leadership and personnel with continued influence for their programmatic QA equity work. The significant past successes for CI work led by the CI Lead can be leveraged with the senior leadership who greatly value successful, competitive programs in the Canadian HEI landscape. The phased approach to the change plan will also enable continued momentum and interest of colleagues as the change plan is manageable.

Although manageable, workload is a concern at Postsecondary MV. Firstly, the suggestion of any added component to Program Review rather than components removed are immediate cause for concern by busy faculty. Program Review and CI work is typically part of existing workloads even though QA work is accomplished on a rotating cycle. The lead change agent (i.e., CI Lead) needs to ensure programs are involved in finalization of resource banks, and key leadership approve survey templates for all programs to use prior to programs' introduction to the minimally altered QA processes.

Secondly, time to achieve consensus on questions and similar survey content could take several months or years. Thus, a program that completed a Program Review will need to wait for the next round of Review. However, this issue is mitigated by the

ongoing CI work, whereby programs continue to collect course and student performance data each year. This yearly data forms part of the PRR.

Thirdly, and importantly, stakeholders may perceive the change as a statement that current internal stakeholders are racist. Understandably, labelling stakeholders as racist would be perceived as confrontational and offensive. Thus, faculty and programs must have initial access to research and academic findings to form the foundational messaging of the change implementation, much like the statistics presented in Chapter 1 that support the understanding that racism exists in HEIs. Alongside the implemented change plan, ongoing monitoring and evaluation of the change must occur to ensure success of the change.

Change Process Monitoring and Evaluation

The PR/CI Policy change has the greatest potential for impact with faculty and students in the immediate future. The change implementation plan considered steps, timelines, active personnel, and barriers to the change. However, tracking the implementation must be intentional. In this section, the OIP writer expands on the Check stage of PDCA by discussing tools and measures of the change, means for tracking the change over time, as well as gauging progress of the change. Lastly, the writer of the OIP discusses how the implementation plan will be refined based on data collected via monitoring and evaluation.

Monitoring and Evaluating Change

Monitoring and evaluating are critical for the PR/CI Policy change as too often equity work and racial equity are sidelined due to the complexity of change, mishandled and tokenized without real change, or it is minimized by White hegemony. The tools and measures for tracking the intended complex change serve as monitoring or evaluation

within the changing stage of TPC. The evaluative tools are the established PRR and AR, while the monitoring tool is a scorecard (and CIR as this report is submitted each year, informing the scorecard content too), which is discussed at length further in this Chapter section. The CI Lead will also develop a quick checklist of the PR/CI Policy change goals that can be completed while evaluative reports read by senior leaders. The checklist is informed by the measures of objectives itemized in the monitoring tool discussed further in the Chapter. The checklist functions as evaluation, but also as reminder for senior leaders to be reviewing how equity work shows up at Postsecondary MV. Evaluation, such as Program Review, is periodic and at scheduled times, functioning as a formal, summative assessment of the program (Markiewicz & Patrick, 2016). An evaluation formally reports on whether intended goals and objectives are achieved, how a resource were used, and allows key stakeholders to identify which tasks need to be cast for future assessment.

When the PRR and AR are due, they function as evaluative against PR/CI Policy change goals and objectives in the same manner programs and program stakeholders are evaluated with the PRR and AR. The degree the PR/CI Policy change has been engaged in is evaluated alongside benchmarks key stakeholders and CI Lead agree upon. For example, established reports as evaluation could include student performance against an equity course learning outcome that is also collected as accreditation criteria that informs PRR and AR.

However, the CIR is submitted each year and is for monitoring of programs' efforts towards ongoing CI processes in large part as preparation for the program evaluation via PRR and AR. Monitoring is complimentary to CI processes due to the

continuous nature of data flow (Solomon, 2018) and assessment practices in education (hence organic fit to current faculty duties and practices). Monitoring requires regular collection of data, data analysis and reporting (Solomon, 2018). Further, monitoring tracks progression of change, rather than a final, single evaluation of the change. Monitoring also facilitates review of process throughout, ensuring optimum results at time of evaluation.

Several monitoring tools exist. Tools include strategy maps, Balanced Scorecards, risk exposure calculators, and models such as the DICE Framework (Cawsey, Deszca, Ingols, & Cawsey, 2016). Initially, the OIP writer believed the DICE Framework had potential for the intended change and proposed solution as there are four clearly identified stages (Cawsey et. al., 2016) that compliment a Program Review or CI process (i.e., Duration, Integrity, Commitment, Effort). Also, there is empirical data collected for the CI process of accreditation for programs that is also reported for Program Review. However, there is a high degree of qualitative data that would be challenging to quantify or would be devalued via the DICE Framework.

Thus, the change monitoring tool to be used in this OIP is the Balanced Scorecard as it centralizes key factors of success in simplified ways (Cawsey et. al., 2016). The Balanced Scorecard template shown in Figure 6 contains data that initially forms a baseline result for success of the change based on change goals and objectives, but also as a continued tracker of the equity change over time. Although originally suited to business, there is clear application to the change within the context of corporatized higher education. A Balanced Scorecard must have four goal categories: financial, relationships

to intended customers (internal or external), internal process, and learning/growth (Anastacio, 2016; Cawsey et. al., 2016).

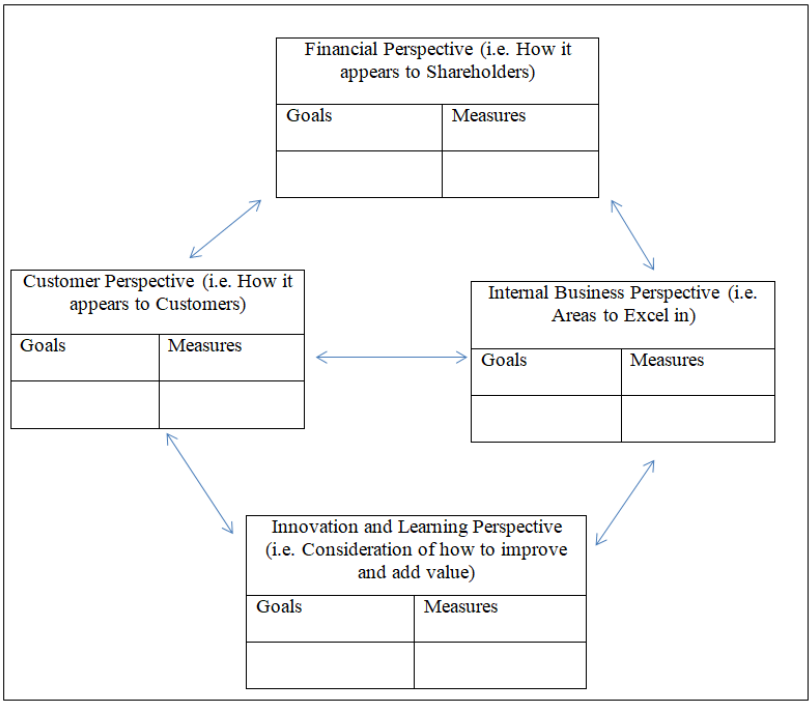

Figure 6: *The Balanced Scorecard Links Performance Measures*. *Adapted from* The balanced scorecard - measures that drive performance. *Harvard Business Review, 70*(1), 71–79, by R. Kaplan & D. Norton, 1992.

By identifying details of these four categories, leadership can gauge complex details quickly (Kaplan & Norton, 1992) and identify future actions to achieve intended outcomes. The priority of each category may change over time (Cawsey et. al., 2016). A sample Balanced Scorecard for PR/CI Policy change is provided in Table 7 in the next section. Importantly, the The Balanced Scorecard compliments adaptive leadership utilized by the change agent as it provides an avenue for the CI Lead, senior leaders, Deans, and Associate Deans to absorb work executed and participation by the institutional community to maintain senior leader focus on the change. Also, the

Scorecard is a tool for comments on the degree of achievement of the PR/CI Policy change by programs.

The Scorecard also functions as non-punitive report card of equity learning and practice for programs while giving the work back to stakeholders, fielding concerns, and celebrating successes. The Scorecard is informed by the CIR, PRR, and AR programmatic and Faculty equivalent data in order to gauge the progress of change. As reminder, the CIR, PRR, and AR are reports executed presently by programs to form a comprehensive QA process at Postsecondary MV. The CI Lead wrote the majority of CI guidelines and accreditation practices, which then influenced some areas of Program Review. Hence, the CI Lead has the necessary level of oversight to lead the reporting and subsequent evaluative practises of PR/CI Policy change. Critically, the Balanced Scorecard is meant to be completed quickly and without significant duress by program personnel (e.g., CI coordinators, Associate Deans). At this time, the Scorecard will be a separate document to facilitate intentional reflection for racial equity practice. Perhaps future refinement to the plan occurs whereby the Scorecard is integrated into the PRR, CIR, or AR. In the next section the OIP writer specifies how monitoring of the change occurs with the Balanced Scorecard.

Monitoring with a Balanced Scorecard

The Balanced Scoreboard is for one cycle of equity review for Program Review, CI or accreditation work depending on what is due soonest by a program once the change implementation has occurred. For example, as CI work occurs every year and a CIR produced annually, program personnel can be adding to the Scorecard with short term objective data. These entries can be reviewed by the CI Lead each year when she reviews

the CIR. Also, when AR are due, the CI Lead can review Scorecard content connected to accreditation (e.g., equity content in programs shown in curriculum maps, assessment tools, faculty professional development activity, and industry engagement in the program). The CIR and AR are also reviewed annually by Associate Deans and Deans via scheduled end of year meetings chaired by the CI Lead when all individual report feedback is discussed and action items for programs listed.

The CI Lead would also have responsibility for reviewing the results of the Scorecard in order to guide minimal refinement of programs' CI processes. A sample Scorecard is depicted in Table 7. As a lead role for CI work for credentialed programs at Postsecondary MV, the OIP writer has led many successful evolutions in CI practice. The four categories of the scorecard (financial, customer, internal and learning and growth) are interrelated although not depicted as such in the table below.

Table 7

Adapted Balanced Scorecard for Monitoring Change identified in POP

Financial	
Objectives	Measures
Minimize additional funding for faculty release time towards equity work by incorporating equity work into faculty CI coordinator roles.	Maintaining 0.3 FTE release to engage in accreditation work, building increased capacity (i.e., knowledge and skills) of general faculty for CI work and race-based equity/CRT.
Customer	
Objectives	Measures
Translators and Coalitions develop a resource bank of student learning assessment tools to be used in courses.	Faculty use two assessment tasks per course, one formative and one summative, sourced from the bank.
Program faculty attend an equity focused professional development session.	Once per academic year (session can be internal or external to the institution).
Program faculty respond to Program Review survey questions about the extent to which they consider equity as content in their course.	Once per Program Review report.

Internal Processes	
Objectives	Measures
Translators and Coalitions develop a resource bank of student learning assessment tools to be used in courses.	All programs have at minimum one formative and one summative assessment task that is appropriate for their field of study.
Deans request of senior leadership equity speakers each year as part of professional development.	One internal event or major external event posted on the professional development section of the institutional website.
Program Review and CI process leaders work towards reflective questions for faculty within PRR and affiliated surveys.	Executed within one academic year for implementation year after for all programs engaged in Program Review.
Learning and Growth	
Objectives	Measures
A 50% increase in equity content in programs.	Number of assessment tasks used by faculty within a program
A 25% increase in faculty participation in equity events.	Ascertained through Dean tracking of professional development topics attended by faculty (already collected to report during CI process, added equity notation).
A 100% increase in equity content within Program Review and CI work.	All programs include a response about equity within Program Review reports, where some of the data is collected via CI processes each year rather than every 5-7 years of scheduled Program Review.

The data and measures identified in Table 7 are entered by program personnel (e.g., faculty, Program Chairs, Associate Deans). Much of PRR, CIR and AR data is imputed to a data visualization tool that faculty can log into and view metrics of a program. The Scorecard data can be reviewed by faculty members each year and then in full at the time PRR is submitted and the Scorecard completed in full, which helps to sustain momentum for the change. All goals can be measured against a threshold for Balanced Scorecard data established by the CI Lead and with consensus from Deans and Associate Deans. The initial Scorecards also function as a baseline that subsequent Scorecards can be compared to.

For instance, data reflects percentage of faculty who respond to the QA equity questions within a program. Senior leaders can compare these results between programs to gauge Postsecondary MV equity engagement, while the CI Lead, Deans and Associate Deans can compare results within a program year over year to ascertain trends. Alternatively, measures could be undertaken for each year of the program, with year one of a program establishing a baseline of the degree of equity component, with year four measure of degree to which equity content and awareness increased within the curriculum. Also, respondent rate to Program Review surveys (e.g., every six years) would need to be established, with 15% of stakeholders, for example, completing the equity survey questions. Extending equity survey questions to industry also helps the CI Lead, Managers and Problem Solvers quantify the number of external stakeholders who actively consider race-based equity and formulate a baseline. Further, data collected from industry can be used to triangulate results identified in the PRR and CIR. With the collected data from reports and the Balanced Scorecard, opportunity to refine the implementation plan now exists. The OIP writer outlines plan refinement as part of Act stage in PDCA in the next section.

Plan Refinement

Indicators that the objectives have been met could include benchmarks, such as a 50% increase in equity content of programs, a 25% increase in faculty participation at equity events, and 100% equity content in the Program Review template (e.g., survey questions). The CI Lead, senior leaders, and program leaders track which of the benchmarks are achieved, then set action items for stakeholders or programs to bolster equity efforts. The system to achieve PR/CI Policy change should not be changed until

thresholds are achieved. Like all effective systems, the implementation of the change process needs time to grow roots and work through more than one cycle before any one step is drastically altered.

Further, as an example, perhaps it is found that what was viewed as non-labour intensive by the OIP writer is actually deemed so by faculty (e.g., incorporating equity assessment tools into courses). Perhaps faculty feel hesitant to share material due to intellectual rights and the resource bank is not as complete as intended after the first couple of years. It is then the CI Lead as universal change agent who recommends refinement to that objective, and which appropriate personnel come to consensus to update. For example, the CI Lead recommends faculty librarians and learning and teaching centre faculty to assist with equity teaching and assessment resources. It is the continuous characteristic of the selected change solution that facilitates refinement and further growth as it is implemented rather than being rigid and inflexible.

Also, the refinement of the plan reflects the adaptive leadership lens of the OIP author. The design of a collaborative network of identified stakeholders to collaboratively execute the implementation plan, but also actively engage in the work through established roles is adaptive. For some personnel to be willing to support assessment refinement to reflect equity, meet with colleagues to co-design teaching material, take time to report out equity findings of programs, and invite industry partners all reflect the values, heart and passion the CI Lead would have engrained in colleagues as an adaptive leader. Not only in the positive times is the leadership reflected. When resistors arise and missteps ascertained by review of the Scorecard, the CI Lead will continue to find means for racial equity implementation via the array of objectives and

wide stakeholder group at Postsecondary MV. Thus, single or several setbacks cannot be a penultimate barrier for PR/CI Policy change if the importance of the change is communicated well.

Plan to Communicate the Need for Change and Change Process

As the plan for change moves through change to refreezing whereby new practice is standardized procedure (Kezar, 2014), one must consider the communication of the change. Alongside the frequency and method articulated with each objective earlier in this Chapter, the OIP writer herein discusses the plan for communicating the PR/CI Policy change grounded in five areas of communicating change: discrepancy, efficacy, appropriateness, principal support, and personal valence (Armenakis & Harris, 2002; Armenakis & Harris, 2009; Cardon & Philadelphia, 2015). Discrepancy is the feeling of necessity for change given the current state and more desired state for Postsecondary MV in terms of racial inclusions and equity, while efficacy is communication from the change agent that engaged stakeholders can achieve the change (Armenakis & Harris, 2002). Appropriateness speaks to suitability of the change and ability of the change agent to convince Postsecondary MV stakeholders to change (Armenakis & Harris, 2002). Principal support (i.e., support from management and senior leaders) and personal valence (i.e., the positive and negative outcomes related to each stakeholder change target and overall change fairness) contribute to sustained change. The five central areas work towards readiness for change, adoption and institutionalization of the change (Armenakis & Harris, 2002) as per the TPC change stages. Methods and tools for communicating the change for different audiences, alongside milestones and successes, will be discussed throughout this section.

Considerations for the Communication Plan

The communication plan is structured on Armenakis and Harris' (2002) five areas of communicating the need for change while remaining informed by the implementation plan. When considering a change, best practice is to develop a communication plan that schedules key messaging, identifies methods of communication, and fosters success for the change (Armenakis & Harris, 2002; Cordell & Thompson, 2018). An effective communication plan assesses message content delivered to identified stakeholders (i.e., Manager, Problem Solvers and Advocates at Postsecondary MV), outlines timeframes inclusive of frequency, and identifies methods for communicating the change message (Cordell & Thompson, 2018).

For the PR/CI Policy change and as part of the Plan and Do stages of the implementation plan, communicating the discrepancy involves stating identified gaps between the existing monoculture and an improved culture (Armenakis & Harris, 2002) that has created isolation and barriers to success for students or employees who are Black at Postsecondary MV. Utilizing statistics, the change agent crafts, as example, blurbs for School newsletters, websites, information sessions, and for use in conversations with interested colleagues in the stakeholder groups to identify gaps in cultural state of Postsecondary MV as the institution works toward unfreezing. Such messaging follows a timeline, frequency and mode dependent on outlet, such as electronically at the start and mid-way through an academic year for School newsletters. Further, messaging that shows the benefits of couching equity work within existing QA processes communicates the change as gradual, manageable and authentic when compared to tokenistic annual equity events. Placing racial equity work within QA provides the institutional message that as a

community creating culture, upholding equity is standard, expected practice throughout the year rather than one or two times per year.

The efficacy communication domain involves the change agent supporting improved efficacy of the Managers stakeholder group. Then the group incorporates racial equity into QA work across programs they hold influence and decision-making power for. Managers group then follows the hierarchical structure to relay the change (Klein, 1996) to Problem Solvers (i.e., Associate Deans, Program Chairs, CI coordinators, faculty). Examples of efficacy include the OIP author crafting change plan communication drafts for Managers to use with their direct colleagues and preferred mediums (e.g., meetings, mass email, QA templates, etc.). Or the OIP author will find resources such as articles on improving racial equity to grow their knowledge and increase their participation in the work to be done to instill the belief in Managers the change can occur. Demonstration of support from principal stakeholders in the Manager category is an important part of the communication plan. Support is critical to establish a "cohesive management team and gain their ownership of the change" (Armenakis & Harris, 2002, p. 173). The Managers would communicate the change plan message, drafted by the change agent, to Deans and Associate Deans during Deans' council meetings.

By supporting and further communicating the intended change, Managers solidify the PR/CI Policy change as appropriate for working towards improved racial equity at Postsecondary MV and upholding the EDI institutional value presented in Chapter 1. Further, as Problem Solvers begin to illustrate to colleagues how racial equity work will show up in existing QA practices, Problem Solvers demonstrate appropriateness for change. The change is illustrated as manageable, upholding integrity of the institution

(and change agent), transparent, and visionary as per authentic leadership. Ideally once onboard and after hearing the message through different modes (e.g., large staff meetings, CI committee meetings, within CI templates, etc.), Deans and Associate Deans as part of the Problem Solving category will request faculty to embed equity into courses for student capacity building, as example.

The hierarchical ripple effect of communication is resultant of utilizing established authority of stakeholders and achieves principal support in terms of the five domains of communicating change. Although communication follows hierarchical lines, the origins of the messages and path of communication are the CI Lead's design and for purpose of engaging many stakeholders to make equity work that of Postsecondary MV community for lasting change as per adaptive leadership. Further, the CI Lead leverages solid professional relationships to execute a multi-layered, effective communication plan. Through this approach, the OIP author utilizes HI in the form of asking senior colleagues to engage in the work rather than dictating orders, while also upholding adaptive leadership to execute complex change through formed connections. Also, the CI Lead maintains the tenets of authentic leadership as she continues to work with openness and transparency with senior leaders while driving forward her passion for the change.

Lastly, personal valence will occur for faculty as they communicate formally and informally (e.g., during collaborative meetings for teaching material, student success meetings, CI report content, Program Review, etc.) the positive effects of increased awareness for race-based equity for themselves and for student experiences. Thus, communication will grow as more faculty within and across Postsecondary MV converse on the newly recognised PR/CI Policy change as they implement it into Program Review,

CI work and accreditation tasks such as review of student learning outcomes. Valence also occurs for senior leadership as student enrollment growth and diversification of talent occurs at Postsecondary MV. As such, students, faculty, and leadership glean what is in it for them (Armenakis & Harris, 2002) to embrace the change. These parties will be encouraged by the CI Lead's authentic leadership demonstrated by passion, behaviours to empower, clear communication of the plan across stakeholder groups, and communicating by "more asking than telling" (Buller, 2015c, p. 181) as Humble Inquiry method conveys. With overview of communication channels as part of the plan, reframing of the message is important to increase engagement and maintain momentum.

Reframing Messaging for Audiences

The central message, regardless of stakeholder position, is an expectation for broad Postsecondary MV increase of active race-equity building in the HEI without extensive additional workload. Mitigating workload is possible due to the breadth of involvement across Postsecondary MV as each stakeholder has different, yet connected responsibilities. For example, faculty teach through learning outcomes that can facilitate increased awareness for racial equity within students, while Deans support professional development opportunities and formal policy change. The single category Managers need the PR/CI Policy change communicated as improved methods to meet current and potential student needs (thereby catering to the endless pressure of student enrollment and retention) with nominal additional work and cost. Their communication methods would be via face-to-face sessions primarily and would include leveraging curriculum (Kezar, 2014) to engage faculty. By demonstrating how already established groups, such as equity advocacy employee groups, take part in the change, buy-in leading to personal

valence and institutionalization of the change occurs. Further, this stakeholder category is likely to ask about time, costs and how the needs of Black students and faculty are not yet being met. Additionally, these stakeholders are likely to ask if others are isolated if the change moves forward, as well as what tensions could be created within the established organizational monoculture.

The OIP writer thinks it quite likely more than one manager stakeholder will be offended by the PR/CI Policy change and resist challenges to the White supremacy within Postsecondary MV. Herein is where the recent Canadian data and campus narratives, placed on the foundation of recognized fields of study such as CRT will be beneficial. Although not complete for dismantling White supremacy as a whole, the information identified by the OIP author can help allies and interested colleagues tarry the notion of race inequity at Postsecondary MV to move forward change and form a new majority. Also, the writer of the OIP thinks the Advocates category could mobilize to communicate state of affairs to Manager stakeholders. As a result, the message will be based in current evidence of the Black experience, minimizing blame to any one group. Rather the message will celebrate past equity events that were a success at Postsecondary MV and include messaging of PR/CI Policy change (e.g., union website and member emails, event posters, etc.) as next steps for increased diversity at the HEI.

The single category Problem Solver stakeholder group will need the PR/CI Policy change communicated as direct approaches to better engaging racialized students in their classroom, while also attracting new student populations and industry partners. Communication will follow lines of hierarchy as research shows that is most effective for change messages (Klein, 1996). Communication will be face-to-face (e.g., intellectual

forums, professional development sessions at the end of the academic year etc.), as well as repeated through digital messaging in emails and program updates sent by Program Chairs, Associate Deans or the Deans. The repetition of the message aids retention (Klein, 1996), and will include project status updates through program CI committee meeting minutes or faculty newsletter updates from the Dean to relay progress towards the change (e.g., all first year courses have response to the survey question asking for degree of equity content). Equity content for the messaging will originate from the CI Lead as part of collaborative duties she has with the Deans and Associate Deans.

Further, via HI methods, this category of stakeholders can apply conversational inquiry with an underserved population rather than focussing on results (Buller, 2015c). It will be critical to communicate the PR/CI Policy change as nominal additional work as it will be part of already established processes within the Program Review and CI work. Lastly, the OIP writer believes probable questions will center on how much additional work is involved, whether senior leadership is on board to support work done towards the change by Problem Solver category, as well as applicability for the change in the HEI (i.e. appropriateness).

The Advocates stakeholder single category will receive the PR/CI Policy change in the most direct way and via direct change statements. Direct change statements provide details of the change as soon as possible (Cardon & Philadelphia, 2015) and are communicated by the local change agent the CI Lead (Armenakis & Harris, 2002). Importantly, direct change statements provide explicit details of what the problem is and what needs to be corrected (i.e., race-based inequity within Postsecondary MV). A gift of some HEI contexts is that there may be some progressive scholars and incoming new

employees with potentially different, and more diverse, perspectives. Unfortunately within a system, voices such as these can be minimized by a dominant organizational culture that favours hegemony such as the White Diaspora in Postsecondary MV. The need for change is likely to be clear to the Advocates as they will be participating in this work via other opportunities such as professional development, previous work experience and studies, or personal lived experiences. Many Advocates, such as tenured faculty, challenge the status quo in an HEI. Likely questions from this group are applicability to the Postsecondary MV context, level of support for the change by senior leaders and colleagues for when tensions may rise, as well as release time to participate in additional work (e.g., professional development sessions, forums, partnering with other faculty from other HEIs, etc.).

The stakeholders that may fall between more than one category will be communicated with on an individual basis by the lead change agent. It is likely some level of discretion will be needed for questions arising from this dual category group, as their progressive resistance to normalized inequitable culture could jeopardize their employment or authoritative positioning at Postsecondary MV. Indirect change statements typically delay detailed outline of the intended change and problems (Cardon & Philadelphia, 2015). Rather, the focus of the message is increased inclusion and opportunity for feedback from employees (e.g., faculty thoughts on request for equity responses embedded in Program Review process, feedback on the survey question, etc.) to ascertain faculty experiences with new content (Cardon & Philadelphia, 2015). Further, for all category groups, the PR/CI Policy change must be seen as one achieved over time and with period of review and input by all stakeholders. For all categories, responses will

be grounded in evidence and CRT tenets as to why the change is needed. Responses will include the significant harm racial discrimination results in, as well as detriment to the institution when outdated cultures are maintained and perpetuated. Alongside communication of the change must come celebration of milestones and successes, which the OIP writer presents next.

Institutionalization of the Change: Milestones and Successes

Connecting to the PR/CI Policy change will take careful consideration and effort given opportunities for resistance. Following the work of Kurt Lewin's change theory, Schein (1996) highlights the importance of helping learners become unfrozen (i.e., transitioning away from resisting change). Hence, communicating milestones as the change occurs is critical. Milestones will include communication by Manager category to Problem Solvers and Advocates categories on when senior leadership started their own involvement in the PR/CI Policy change. Communication will include frequency and regularity that Managers category will invest in the change until it is implemented into the Program Review policy. Deans and Associate Deans will communicate to other Problem Solvers and Advocates the number of programs who have begun the work of responding to equity content questions. Additionally, Managers will report in regular Faculty equivalent communication, such as newsletters and faculty highlights, individuals who attended conferences related to equity, articles written by faculty that address equity, as well as student advocacy work that centres equity. Any new industry members will also be communicated, as per current Faculty equivalent practice.

Successes will occur in the short and longer term. Long term success will be identified once Program Review is completed for programs. Any successes with

increased faculty response rate to equity survey questions, or accrediting body recognition that the HEI is actively engaged in improving HEI culture to one that is more inclusive, will be reported by senior leadership. The communication will be digital as HEI blurb on the website, written within program feedback on Balanced Scorecards, and at special events when the President addresses stakeholders in person. Further, there is opportunity for all senior leaders to communicate the PR/CI Policy change initiatives to external stakeholders when they attend regional, provincial, national, and international meetings with government, other HEIs, or with industry partners. Communicating milestones and successes works toward institutionalization of the change for years to come.

Short term successes are easier celebrated as they will be communicated person-to-person during Faculty equivalent meetings or departmental meetings by Program Chairs and Associate Deans. A faculty member may present their assessment of student learning tool that reflects equity. Or during collaborative faculty meetings, success is noted when program personnel see opportunity for a new industry member of curriculum content. It is the shorter term successes that will be of particular importance to celebrate to drive momentum for the change. Lastly, next steps and the future must be considered as milestones and successes are reached. In the last section of the Chapter, the OIP writer outlines future steps and considerations.

Next Steps and Future Considerations

Due to the political nature of the PR/CI Policy change, there will be several instances of resistance and change failure by the White hegemony. As organizational learning is contingent upon "professional interaction, goal congruence, appraisal and recognition and supportive leadership" (Austin & Harkins, 2008, p. 117), navigating

embedded personal race-based bias to effect change to Postsecondary MV culture will be challenging in next steps. Thus, it will be critical for senior leaders to continue to endorse the change despite employee turnover, challenges to appropriateness of the change plan, or individual denial that anti-Black racism exists in HEIs. This support is possible as several HEIs already address equity work overtly, even if tokenized, to respond to current social pressure for HEIs to be more inclusive. Therefore, by writing the changes into exiting policy assures that the added equity component is mandatory for programs for years to come (i.e., long-lasting change as per authentic leadership), or until the policy is reviewed again.

Those operating as change participants must continue to be innovative with the change by finding new resources for course content, attending professional development events, and engaging in self-reflection for ways they can be more racially equitable in daily practice within their professional roles at the HEI. As authentic and adaptive leader, the change agent supports change participants by listening to their efforts and minimizing distress, sourcing options for events and additional data when needed, and fielding questions and concerns if they arise, as examples. By doing so, the change agent supports participants' connection to the change and to take ownership of the work with hope that it becomes systemized and routine.

Furthermore, the data of participant responses, attending equity events, course content and other items needs to be tracked in the PRR and CIR. These reports will need to be reviewed by program leaders and faculty before embarking on the next round of Program Review and CI cycles. Cycle after cycle there should be a positive upward trend of increased awareness and action towards improved racial equity, with potential for

improvement towards other lines of intersectionality often excluded. Moreover, local and global change agents within Postsecondary MV can present their PR/CI equity initiatives at local and regional conferences as examples of knowledge mobilization. Further, the OIP writer can write articles for publication in peer-reviewed journals that speak to innovative frameworks that weave race-based equity initiatives into established ubiquitous institutional mechanisms such as Program Review and CI. At minimum, the writer will publish this OIP.

In some instances external bodies, such as regulatory bodies, may read CI reports produced by programs. Regulatory bodies often hold regional and national professional conferences. External stakeholders travel to other institutions as well, and there is opportunity for inter-institution discussion of Postsecondary MV's initiative of PR/CI Policy change at regional and national conferences. Furthermore, prospective secondary institutions and adult learners locally, nationally and internationally may consider an HEI that has integrated racial equity measures more greatly than a competitor without such processes. Thus, potential for increased student enrollment translates to increased capital for potential new initiatives and progressive programs in the future.

Closing Remarks

In this Chapter, the OIP writer moved from Planning for change as the first stage of PDCA towards the Do, Check, and take Action, transitioning from unfreezing to changing and refreezing within TPC. Via an implementation plan, the writer explicated the goals and objectives of the change, before outlining critical stakeholders who will be instrumental in building momentum for PR/CI Policy change. A communication plan was outlined that supported hierarchical positioning of the stakeholders, thereby

leveraging their positional authority for effective and lasting change. The PR/CI Policy change is not without barriers though. The OIP writer discussed potential barriers and means for addressing such barriers early to avoid the change being unsuccessful. However, the OIP writer is passionate about the potentiality to improve upon the experiences of members of the Black Diaspora at Postsecondary MV. As an adaptive and authentic leader, the author intends to celebrate the milestones and successes of change, no matter if individualized to one faculty member or larger successes for an entire program. In the final section of this OIP paper, the author shares conclusory thoughts.

Conclusion

As a racialized educator working in Canadian education as a teacher, specialist in assessment, iterative processes lead, leader, and scholar, the OIP writer holds positional authority for race-based equity measures in the HEI landscape in Canada. As mentioned throughout this OIP, implementing the PR/CI Policy change may alter the organizational culture from one where Black bodies receive harm to a culture that is inclusive. Although a large goal, it is not too ambitious to be achieved. As CRT scholars stated since inception of the field of work, there is a systematic approach to racially biased processes and operation of our institutions (Delgado & Stefancic, 2001; Ladson-Billings, 1998; Stovall, 2006). Thus, a systematic approach is needed to dismantle oppressive systems.

Further, the overriding worldview orientated to Whiteness is socially formed (Gusa, 2010). Blackness exists in relation to Whiteness (Fanon, 1952) with years of systematic effort to remove Blackness from bodies (Fanon, 1952) that are black. Hence, several decades later to have evidence of limited professional progression of Black scholars and leaders, limited Black student populations enrolled and graduating, as well as removal of Black bodies from space they earned and have rights to, is unacceptable.

For too long Black bodies have encountered systemized means of HEI exclusion, while also carrying the weight of social micro and macro aggressions due to race. For an organization to bravely take the step of implementing the PR/CI Policy change will alter approaches taken by other HEIs, while also shifting the landscape of how racial equity work is executed in HEIs. The OIP writer's intentions of this proposed change was to demonstrate how equity work can infiltrate already established procedures rather than disrupting too greatly the responsibilities HEI employees already hold. Furthermore,

implementation can demonstrate to the HEI community that racial equity is concretized component to overall program quality delivered to students. As microcosms of society, improved racial equity in Postsecondary MV may have great influence on the societal treatment of Black bodies, and all bodies, in the immediate future.

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